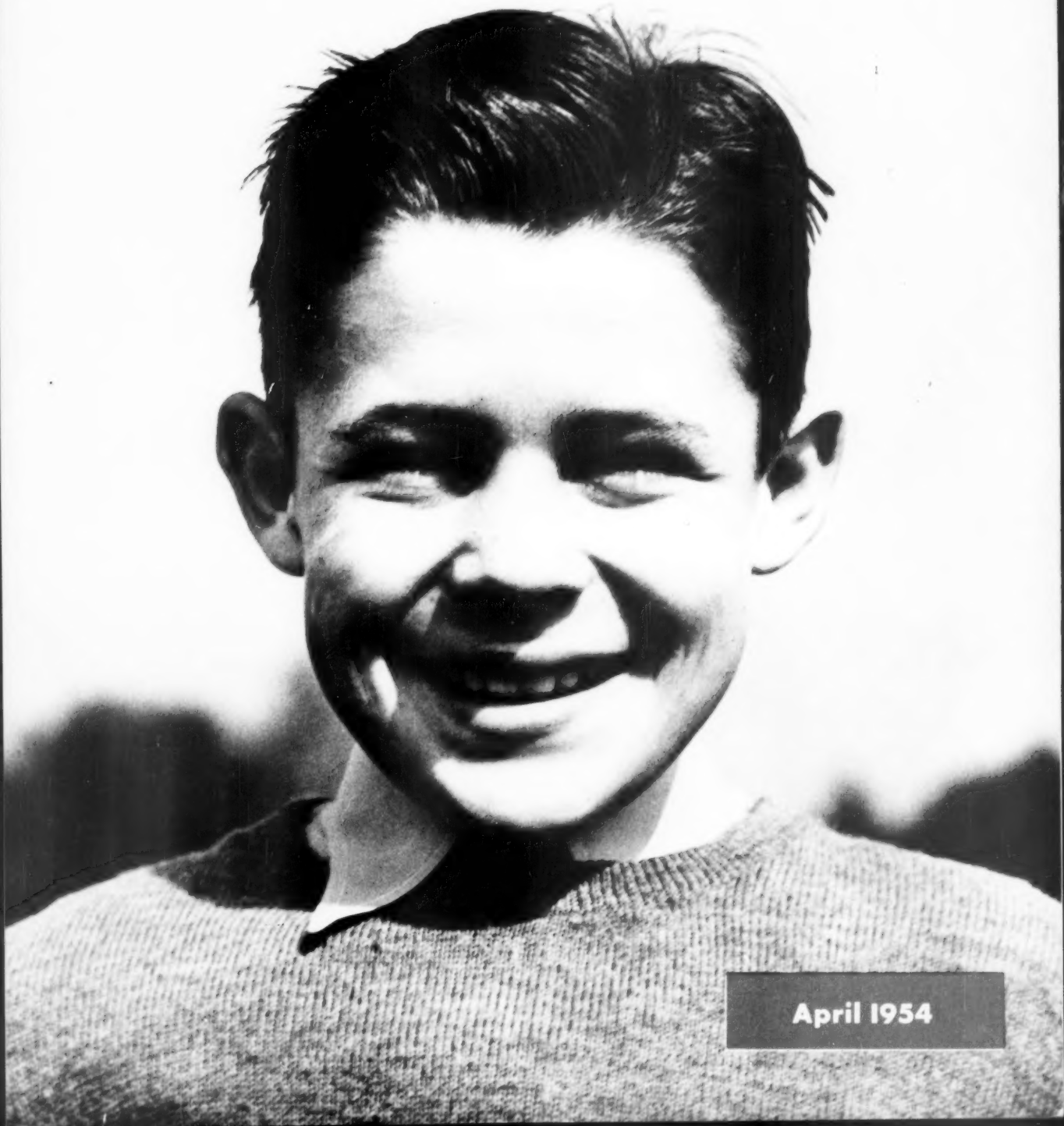


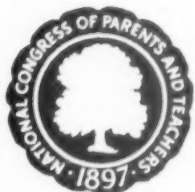
National Parent-Teacher

THE P.T.A. MAGAZINE



April 1954

Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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National Parent-Teacher

THE P.T.A. MAGAZINE

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HEN THIS PHOTOGRAPH of our national headquarters was taken—on a bleak February day—the building was within a few weeks of completion. Before the next issue of the *National Parent-Teacher* reaches you, the National Congress of Parents and Teachers will have moved into its new home. Parent-teacher members are cordially invited to visit the headquarters they helped to build, at 700 North Rush Street in Chicago.



The President's Message

"God So Loved the World"

ONCE again we celebrate the miracle of Easter. The Sunday that is Easter is a high point in our year. It is a day of triumph, a day that proclaims a glorious victory over darkness. For Easter is a drama of freedom, a drama of the entombed spirit freeing itself from death.

We celebrate this joyous event in the spring, at a time when the earth too is in a cycle of triumph, when nature herself is breaking her bonds of cold and ice. A new warmth radiates from the sky. The ice begins to break. The frost loosens its grip on the soil. Blossoms and leaves push out of bare brown twigs. The earth, enacting its own victory drama, is freeing itself from winter.

For man and his world, Easter is a season of triumph, of freedom.

EASTER IS NOT a once-a-year event. Though our calendars note it but once, the sunrise that is Easter may glow again and again. For Easter brightens our lives whenever we recover from any shattering blow. It comes as often as courage breaks through gloom. It dawns as many times as man throws off shackles. It lights up the horizon as many times as he summons his strength to rise from defeat.

The miracle of Easter can happen every day.

This miracle puts us in touch with creation. It echoes the new hope, the new promise of the passage "God so loved the world. . . ."

God loved the world. Behold its magnificence! Man could ask for no grander setting than the world

that came from the hand of God. With the Easter sunshine flooding the earth, we sense that splendor more keenly than ever.

God loved man. What marvelous faculties He gave him! What a lively imagination! An imagination to make the earth a place worthy of its Creator.

God loved the world, and He loved man. He created them both and, loving them, bestowed upon them one of the greatest gifts of all—freedom. Freedom is God's gift. Whoever tampers with it is tampering with what is sacred. Whoever fails to cherish it imperils his birthright.

A GENEROUS Creator gave man the earth, instilled in him a reaching spirit, and bestowed on all his children a legacy of freedom. As parent-teacher members we strive for the better homes, better schools, and better communities that freedom makes possible. The Action Program of the National Congress of Parents and Teachers is designed to help us give our children and youth every chance for free, helpful, happy lives.

Thus we can all use these gifts of God to make our days one continuous triumph over darkness—one continuous Easter.

Lucille P. Leonard

President, National Congress of Parents and Teachers

What Makes a

Good Citizen?

Charles W. Ferguson

The new route. The untried. The never-done-before. These are the pathways by which America was discovered and created. These are the enterprises that have long beckoned to Americans. And these are the enterprises that still have a place in citizenship today.

IT NEED NOT surprise us that we find it hard to know, much less say, what makes a good citizen. For the good citizen exists only as an abstraction, a person yet to be, and when we cast about plaintively for models and illustrations, we falter. This is particularly true when we try to find the model in ourselves. Then the comparison between the ideal and the daily performer becomes painful, and we decide that the discussion had better be restored at once to the plane of principles. We cannot say, we can only ask "What makes a good citizen?" For the man who is to become a really good citizen in the modern world and the modern sense of the word is yet to emerge.

The embarrassment of trying to argue citizenship by example grows all the more acute when we approach adolescents. It is not merely that they see through our filmy pretenses; it is also that we know our shortcomings. Yet at the same time we are forced by our very hopes for young people to leave the impression that we know a good deal more about the qualities of citizenship than we actually do. Being

ill equipped, we resort to talk about the importance of joining a political party, voting, paying taxes, serving on juries, and the usual round of worthy activities that even an ordinary citizen ought to engage in without any claim to goodness. And if we move from the field of talk to the field of action, we organize frenzied imitations of adult imperfection and console ourselves with the thought that we are training for citizenship. As the late G. A. Studdert-Kennedy used to say, "It is much easier to do and die than it is to reason why." Action sometimes anesthetizes.

All the while the adult world, for the most part, withholds searching inquiry into the question of what a good citizen in the world of tomorrow should be like. It proceeds on the assumption that good citizens will be as we are, though we hope that this is not so, even if we don't say it. One need not go so far as M. S. Neil, a ferocious extremist among British educators, and say that, considering the mess this generation has made of the world, it is not fit to mold the character of a rat. But one must recognize



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that the slovenly practices of a good many grownups have created a climate well described in a recent cartoon in which a lounge lizard of a lad (of the type we used to call a "jelly bean" in the fading days of my youth) remarks that he would be glad to face the world and go out and earn a living if he were not so desperately needed at home as a dependent!

Can anything be done to slacken our tension when we face youth on the subject of citizenship? Must we forever talk in generalities and say by implication that we are models? I think there is much we can do to escape the torment of our conscience and that we will be driven to it sooner or later. So we might as well start now.

Invitation to Youth

Let us rid ourselves of the notion (which we know to be phony anyway) that we know much about good citizenship. Let us rather inquire into the matter and invite youth to join the inquiry. Let us, at least in the world of citizenship, release the creative inquisitiveness of adolescents and ask them to take our

world to heart, that it may be improved. Let youth answer the question "What is a good citizen?" And let us not stand too much in their light.

The late Lincoln Steffens expressed this point of view better than anyone I know. This was perhaps because he lived it. He became a parent late in life—an advantage because he had more leisure than a younger man and a rich capacity for enjoying the continuity of experience from one generation to another. To him his son, who was eleven when Steffens was sixty-five, was another person. And, one must admit, his son was also an audience for the many ideas that the father had picked up in the days of his muckraking journalism.

But instead of indulging in reminiscence and exhortation, Steffens helped the boy develop a critical attitude toward the world around him. His report on the method used is recorded with great charm and clarity in the last book he wrote, *Lincoln Steffens Speaking*, and especially in the chapter fitly called "Unfinished Business."

A faucet is leaking. The father calls his young



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son. Neither can close it tight. The boy grins. "What's the matter, Pete?" the father asks. The boy looks up at him and gives the answer—happily: "Grownups, Daddy." The moral, as Steffens stressed it, is that the boy's elders cannot make a proper faucet and he may. There's a job for him in the plumbing business, in every business. He emphasizes this point:

"That nothing is done, finally and right. That there is not now and never has been a perfectly run railroad, school, newspaper, bank, theater, factory, grocery store; that no business is or ever has been built, managed, financed as it should be and will be, some day—possibly in their day." We must, he says, be saved from "the old illusions and fairy tales and taught to see things as they are, straight, as solvable unsolved problems and opportunities."

Tackling the Unsolved

If the task of citizenship is seen in terms of unsolved problems on which the wit and ingenuity of youth, adolescent youth, are needed, then we have some basis for an approach to adolescents with all our talk. If, on the other hand, we seek to introduce them through tribal indoctrination and ceremony into an inflexible society in which they are supposed to imitate us (but only in our better moments), the task is hopeless. They will see through us quickly and be bored besides. It is the invitation to improvement that attracts and stimulates the young.

And not merely the young. All of us need fresh eyes. The tasks that confront us cannot be met by political turnover or political hurrah. They are basic, and they touch the very structure of society. There are surely better ways of nominating presidential candidates, of electing presidents, of conducting state and county and city governments, of finding the true will of the people on issues, of conducting courts, of making treaties, of holding congressional inquiries, of running embassies, of administering tariffs, of registering voters and holding elections.

What makes a good citizen, then, is an inquisitive imagination, a sense of society, a feeling of responsibility for orderly and authorized change, a conviction that there are better ways of running the country than we are running it now. Let those of us who are concerned with youth approach the undertaking of social improvement with an inquiring mind, and we will find that youth responds. And in our common project both adolescents and adults may find some small part of the answer to the question "What makes a good citizen?"

*Charles Ferguson, a senior editor of the Reader's Digest, is at present on an editorial assignment in London. He is one of our country's most astute critics of modern life, writing and lecturing extensively on the issues that confront us. Readers will learn more about Mr. Ferguson's vision of the good citizen in his vigorous book *A Little Democracy Is a Dangerous Thing*.*

The Inner Resource

Bonaro W. Overstreet



© H. Armstrong Roberts

AS WE waited in the lobby of a country inn for the lunch gong to ring, our eyes were caught by a well-printed card posted on the bulletin board. When we strolled over to look at it our minds were caught also, for this is what we read:

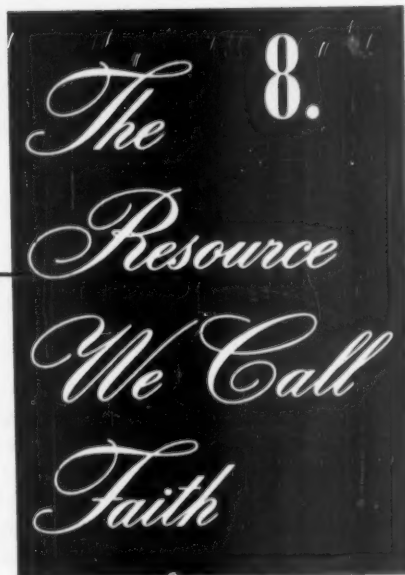
"Why were the saints saints? Because they were cheerful when it was difficult to be cheerful, patient when it was difficult to be patient; and because they pushed on when they wanted to stand still, and kept silent when they wanted to talk, and were agreeable when they wanted to be disagreeable. That was all. It was quite simple and always will be."

We asked the man at the desk about the card. Were copies available? No, he had only the one copy. A guest of the previous summer had given it to him. Did he know where it came from? No, he knew nothing about the source of it.

So we had to content ourselves with copying down the words—and with crediting the person who has been called the most prolific of authors, that long-lived "Mr. Anonymous."

We copied down the words because they teased our minds, particularly the last sentence: "It was

Are you bewildered by the complexities of the modern world? Then it is time to do something about the great simplicities. They are neither modern nor ancient, but timeless; and they reveal themselves to those who live in the three-dimensional universe created by their faith.



quite simple and always will be." "Quite simple in what respect?" we asked ourselves. Was the definition of sainthood merely simple to state or simple to live out? If the latter, then simple for whom? For what kind of person?

Simplicity Is an Achievement

Perhaps our minds were thus halted and then set going because in our work we have discovered so often that many people would find any such "simple" definition of the good life well-nigh impossible to put into practice. We have discovered, too, the psychological reasons why they would find it so.

All a person has to do to make a beautiful cabinet is to select the right design and the right wood and then cut and fit the wood in the right manner. It is quite simple and always will be. But simple under what conditions? Simple for whom? Simple, we must answer, for the person who has already gone through the right preliminaries, who has already built into himself the right kind of seeing, the right kind of subtle skill.

It is quite simple for a person to be cheerful when it is difficult to be cheerful, to push on when he wants to stand still, to keep silent when he wants to talk—if he has already, in mind and emotion, grown beyond the stage where these things were hard or virtually impossible. It is quite simple if he has already become the type of person whose way of looking at life, of feeling about it, and of relating himself to it makes it natural for him to act like this.

What, however, must he already have built into himself? What must he be able to see in a situation that is not seen at all by the person who holds grudges, sulks, gives up at the first setback, feels sorry for himself, nags and criticizes, passes on malicious rumors he knows might better be left unspoken, and periodically flies off the handle or goes on a talking jag because he cannot seem to contain himself?

Would it be simple for this person to change his ways? We know that it would not be—not by any surface method, not by any good resolution that left unchanged his basic way of looking at himself and his world. The best he could accomplish by a specific exertion of will power would be to force himself to maintain some hard pretense of cheerfulness, to keep doggedly at his job as though driven to it, or to hold back, with exhausting effort, angry or nervous words that pressed for release.

The person for whom "simple" sainthood comes easily is one who sees the many incidental parts of experience in proportion because he sees them as if they were projected against a much larger background of meaning and value. He has, therefore, a standard by which to judge what is right and fitting. He does not feel that the separate words and actions and chores of life are actually separate, either from one another or from the larger scheme of things.

An embracing unity encompasses them all, gives meaning to each part, and also sets the standard of quality for each part. To the extent that the sense of wholeness is vivid and present to him, this person finds it simple to be generous and productive and considerate.

We might put the matter in some such way as this. If an artist sees in his mind's eye the painting he wants to create and if he has established a deep and honest relationship to both his working materials and his vision, it will be relatively simple for him to dip his brush in the right color at the right time. But if he has no sense of what he is trying to accomplish or has never bothered to acquire a disciplined knowledge of his technique, he may well stand with brush in hand and have no notion of what to do, be all at loose ends. Or he may barge ahead and make a meaningless daub, filling his canvas with colors and forms that do not add up to any whole. Whether in art or in life, the thing that makes it "simple" to manage a certain *part* rightly is a vivid and tenacious sense of the *whole*.

Anna Hempstead Branch has said, "There is no small thing unto God." To the person whose deep delight is in wholeness there is no word so trivial that it can be allowed to be mean and ugly; no task so trivial that shoddy workmanship will be good enough for it; no moment so brief that it makes no difference in what spirit it is lived.

Laying Hold on Life

If we want to compress into one word the quality in a human being that makes it relatively simple for him to live a life of mental, emotional, and spiritual distinction, we can best choose the word *faith*. And even though our purpose here must be to explore its psychological meaning rather than the meaning imparted to it by any specific religion, we cannot do better than to borrow Paul's immortal definition: "Now faith is the substance of things hoped for, the evidence of things not seen."

The kind of built-in faith that can rightly be called an inner resource—because it is something the individual can count on in spite of adverse circumstances—always has in it this sense of there being more in life than the visible here and now. It is through faith that the passing hour is tied in with tomorrow, next year, ten years from now, and forever. It is through faith that the action of the moment is tied in with principles of action that are felt to operate through-

out all human existence, so that even a small action which is tawdry or mean is like a discordant note in a great symphony. It is through faith that the self of today is tied in with the self of all the years to come; with all the other selves that comprise humanity, past, present, and future; and with whatever we take to be the great animating force of the universe.

This is the kind of faith that can make it simple for the individual to do *in the moment* what he feels to be fitting in view of the longer time span and the larger dream. This does not mean that it will always be easy, in a superficial sense, for him to push on when he is desperately tired or to give full and generous attention to another person when his nerves are on edge and he wants to be let alone.

The simplicity will be, rather, of the sort that makes a good mother get up from her chair, even when she is tired, to go outside with a child who cannot wait to show her that the airplane he has been building will really fly; or the sort of simplicity that makes her go ahead and set an attractive dinner table for the family to gather around at day's end, even though she would rather take a snack from the refrigerator and call it quits.

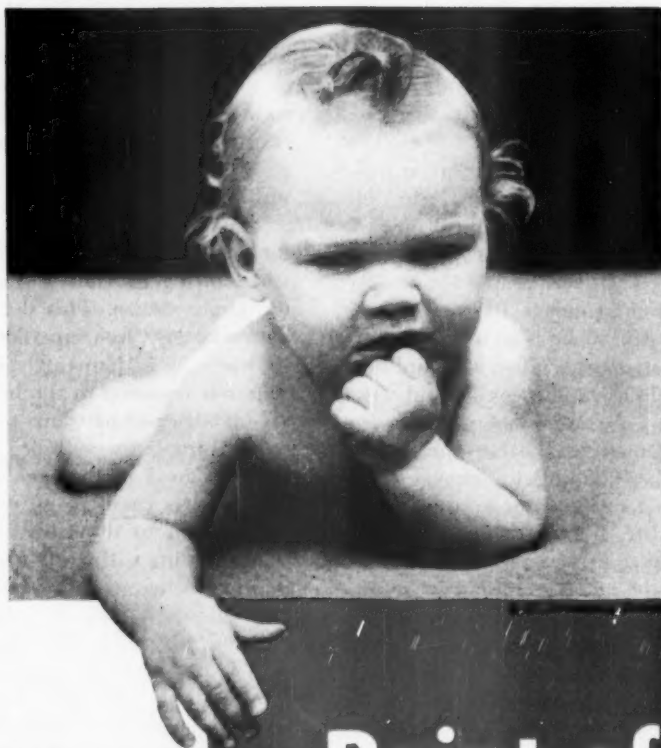
The simple rightness of word and action that derives from faith, and that marks all who can genuinely be called faithful, is a subtle and peculiar rightness. It is a triumph of the far-seeing spirit over the various kinds of short-sightedness to which we are all prone: the short-sightedness of impulse, of narrow self-concern, of fear, of expediency, and of plain tiredness. It is the simplicity of the person who does the right thing because, in the light of all he sees with the eye of faith and vision, it is the only thing that makes sense.

William Morris once observed that if a man does not keep step with his companions, it may be because he listens to a different drummer. If a man does not give vent to his passing moods in angry or critical words, it may be because he already hears in his mind the way he would like human beings to talk to one another in the world's tomorrow. If he does not give up in discouragement before a job is done, it may be because he already sees how that job, when finished, will fit into a larger scheme of things. If he looks with generous and considering eyes at a situation that ought to make him bitter and resentful, it may be because he is looking at it with the eyes of faith.

FOR PEACE OF MIND

Today there are about 650,000 patients in mental hospitals in the United States—about as many as in all other hospitals combined. This year 250,000 more will go to a mental hospital for the first time. Their loss in earning power will amount to about \$1,750,000,000. Mental illness costs federal and state governments more than \$1,000,000,000. . . . These are the facts the National Association for Mental Health is presenting to the American people in its drive for \$5,000,000 during the month of May. Contributions will be used to carry on work in the research, prevention, and improved treatment of mental illness.

Ruth Strang



FROM THE CHILD'S **Point of View**

The ways of grownups are often hard to understand. How much more puzzling the ways of children can be! How much harder to put ourselves in their place, to fathom their thoughts and feelings! Yet if we are to understand the child, we must somehow find our way to his inner world.

IMAGINE yourself in a world of giants—people five times as big as you, tables so tall you cannot see the top of them, chairs from which your feet dangle in mid-air, knives and forks much too big for your hands. How would you feel?

Imagine yourself in a foreign country. Although you know quite a few words of the language, you cannot understand people when they speak too rapidly. You do not know what they want you to do, and you cannot make them understand what you want to do. Frustrating, isn't it?

Or suppose you have moved to a new neighborhood where the people pay no attention to you. They talk with one another but not with you. They do not ask you to join in their activities. When you try to

enter into their conversation, they brush you off. They do not treat you with the same courtesy and consideration that they show to one another. You even get the impression that they do not like you and do not want you around. What would you feel like?

How do children feel in situations comparable to those just described? How does a baby feel when he is left to "cry it out" in a strange, uncomfortable world? How, on the other hand, does he feel when he is held close and comforted before he begins to cry?

What does a two-year-old feel like when he is just on the edge of understanding so many things in his expanding world? No wonder the frustrated reaction caused by such partial understanding has given his

age group that descriptive name, "the terrible two's."

Can you put yourself in the place of a four-year-old who has been deposed by a baby brother or sister? What are his thoughts and feelings? How does he interpret his mother's devoting time to the baby—time that used to be his alone? How does he feel when relatives and friends come in to admire the baby and do not bother to talk or play with him?

What ideas are children getting from television programs? It has been estimated that one child may see as many as seventy murders on television in one week. Is it any wonder that this conversation took place between four-year-old Bobby and Mrs. Cook, the cleaning woman?

Mrs. Cook. "Bobby, I wasn't here Sunday because my brother died last week."

Bobby. "Who killed him?"

It was entirely logical for Bobby, who had had no experience with death other than on television, to conclude that the only way people died was by being killed. Since radio and television make murder an everyday occurrence one need not be surprised when a child, in answer to his mother's question "What was that program about?" replies nonchalantly, "Just murder."

When a child feels free to talk to us, we find that he has many odd and mistaken notions, some of them amusing to us but serious to the child. When these misunderstandings lead to action, we are likely to label them "naughty." Betsy, who was eager to imitate her big sister, saw her breaking eggs into a bowl. She took an egg and dropped it on the floor, then gleefully exclaimed, "Betsy break egg, too." Unless we know, or at least try to guess, what the behavior means to a child, we really do not know how to treat it.

Clues from Records

After children in the elementary school have learned to write fluently, they will often express in writing some of the thoughts and feelings that they would not mention in a face-to-face conversation. The following excerpts taken from compositions they have written spontaneously and anonymously give us a glimpse into the inner world of preadolescent children.

How do elementary school children feel when they are expected to do things that are too difficult for them? An average youngster, thirteen years old, who had recently entered a class of children much brighter than she, was baffled by the experience. "When I was in the first grade," she wrote, "I liked it. All through the six grades I loved school, but now I don't know what's happening. I don't like it any more. Maybe as the months pass I will like it. Now

in the seventh grade, I'm getting poor marks, and I don't know why."

An eleven-year-old boy attributed his dissatisfaction with school to his teachers. "I don't like my teachers to blame me for things I didn't do. I don't like teachers rushing me through my work."

How do children feel when grownups will not listen or do not understand what they are trying to say? A teen-age girl thus described her feelings about her family: "I frequently have small arguments with my family. They seem to feel that everything I do is wrong. (Well, almost everything!) My mother is very nervous, and if I do something wrong, she hollers at me. What gets me, though, is that I can never offer an explanation. Whether I'm right or wrong, they always think I'm wrong. Getting hollered at for something that I didn't do really frustrates me, sometimes to the extent that I have to get out of the house."

How do they feel when they bring home their report cards? "Another thing that discourages me," one girl wrote, "is the poor marks on my report card, even when I do try harder than the last time. On top of that, the teacher usually gives a little lecture to me about my supposedly high I.Q."

Many youngsters are quite objective about their report cards, and some of their comments, such as the following, show a helpful, understanding attitude on the part of their parents:

"When I receive my report card I am not afraid because I know if I have done my best work and cooperated with the teacher I shall pass. If I make a failing grade, I go back and ask the teacher what I could do to prevent getting another low mark for the following quarter. When I take my report card home and show it to my parents and they see the failing grade, they will talk with me. My mother will cut down on my after-school activities until I improve."

How do they feel when parents or teachers seem unkind, unreasonable, or unfair to them? Leaving home may often occur to them. "After all the things that have happened to me I would like to leave home. . . . I realize that it will be hard to leave home, as I have a mother who likes me a little even though I like her a lot."

Another twelve-year-old in a broken home told how she felt when her stepfather brought a gift to her brother and none to her: "I started crying, but I didn't let my mother see me crying. I went to my bedroom and cried. Sometimes I feel like a little orphan child."

Twelve-year-olds are very much aware of the fact that they are growing up. Here is the way several youngsters described their feelings:



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"Now I am only a half year away from my teens and am looking forward to going out on week ends with boys, wearing heels and lipstick and things of that sort. Last year nothing like that even entered my mind. I thought mainly about school and fun. . . . The future is coming and the past is gone. I've learned how to have a mother-daughter talk which, in a girl's life, is extremely important. I've learned how to budget myself on a dollar-a-week allowance. I go to basketball games where my brother's team plays. . . . I know I'll enjoy life later on if it keeps on this way."

A boy of twelve wrote this: "To me growing up means bigger problems ahead, deciding on the job that would suit me, going on dates, being able to stay up later, maybe own a car, getting a bigger allowance, and going into a branch of the service."

One exceptionally mature twelve-year-old was concerned with world problems: "Growing up, which had meant practically nothing to me before, now became very important to me. Today I know there are many problems in the world that I will probably face when I grow up. . . . So growing up means many things to me—taking on the duties of an American citizen and working for a better world, making friends, and doing my job."

What a wealth of insight for parents and teachers is found in these compositions! Some of the youngsters reflect the materialism of our times in their wish for cars, travel, houses, and a high economic standard of living. Many are idealistic. Some reveal antagonism to brothers and sisters: "My sister is the

root of all evil. She is the worst brat I ever saw in the world."

Some poignantly express their feelings about their broken homes: "I never did have a real father's love, no matter how hard my mother tried to be both father and mother to me." And many express their love and appreciation of teachers and parents who understand.

How do we obtain glimpses of the inner world of the children whom we know personally? Certainly not by inquisition or probing, but by building a relationship of acceptance and trust and by keeping open the avenues of communication between ourselves and the child.

Ways to Our Children's World

Just trying to understand helps. One young mother said, "When Carol does something that seems naughty, I sit down in her little chair and try to see things from her point of view. It helps just to realize that a child's world may be different from ours."

Through observation, too, we may gain some insight into the child's feelings. The younger the child, the more freely he will express his feelings through his behavior. Laughing, crying, getting angry—these expressions of emotions as well as other bodily movements often reveal quite clearly the small child's feelings. As he grows older he learns the gentle art of camouflaging his emotions.

The drawings and paintings of preschool and primary-grade children often suggest their feelings. One little girl, rejected by the other children, went over to a table and, with an intent expression, filled her sheet of drawing paper full of heavy, black crisscross lines. A boy with a dominating father, drawing a picture of his family, made the father very large, with enormous hands, and himself very tiny.

Such observations often do little more than raise the question "Why?" More can be learned through listening to children. As they chat with you they will often reveal feelings and ideas you never suspected existed. And when they are older, as the quotations show, what children write about their own thoughts and feelings can give you valuable insight into many aspects of their inner world.

These glimpses help us to understand why children behave as they do. To paraphrase a Bible verse, "As a child thinketh in his heart, so is he." The way he thinks and feels determines how he views, or perceives, a situation. And the way he perceives the situation determines to a large extent what he says and how he acts.

Ruth Strang, director of the study program on preschool children, is professor of education at Teachers College, Columbia University, and the author of many articles and distinguished books, including the widely known Introduction to Child Psychology.



I AM writing these impressions on my return from the annual meeting of the American Association of School Administrators at Atlantic City, a city that will reach its hundred-year mark this spring. Atlantic City is like an aunt who in her early youth married a wealthy, correct banker and then later ran off with a flashy young gent in a checked vest. He left her, of course. Now, she is an old lady who puts on her best lace dress when convention guests like me come to visit and reminisce. In between conventions she puts her feet on a deck chair and watches the endless breakers frothing on the shore.

(I hear that the National Congress of Parents and Teachers will drop in on "the old girl" in May.)

One of these days some congressman will offer a bill to declare Atlantic City a national historical monument. In forever-changing America how satisfying it is to find one place with the same skyline, the same Boardwalk, the same ocean, the same rolling chairs, the same big, comfortable hotels with acres of lobbies!

A convention in Atlantic City takes its pace from this pleasantly aging resort. You like to believe that such a meeting—especially that of the A.A.S.A., which is the largest educational meeting in the world—boils up to an exciting annual climax. Leaders converge from all the states. Reports long hatching get born amid a fanfare of publicity. Attacks are answered. Controversies flare and make news in papers all across the country.

This does happen, and did happen, but at Atlantic City you go out of the great hulking Auditorium from a tense meeting, and there is the ocean rolling its white-maned waves on the beach, just as it has for centuries. As you walk along the Boardwalk you hear no automobiles, only the sound of footsteps and the surging surf. Tenseness and excitement drop away as passing events of the day must stand comparison with the everlasting sea.

Yes, Atlantic City is a good place for a convention. Looking at the sea, you remember that those long rollers have traveled far to reach the beach and that likewise the waves of thought and action generated in this convention will surge from Atlantic City

across the nation. What were the educational tides stirred up by what storms of controversy? What "waves" can you expect to crash on the beaches of your school board or P.T.A. next month, next year? I can predict these:

Greater school board responsibility. Not so long ago a small clique of the "best people" made up the typical school board—a banker, a doctor, a club woman, a merchant, an insurance agent, a real estate owner. This self-perpetuating club often sat on the lid of expenses and progress. How very different from the more than twelve hundred school board members from all over America who met in their own convention at Atlantic City! Here were volunteer "professionals" eager to learn how to be better school board members.

One welcome shift I noticed. For years educators have taken front-line positions to fight off attacks on schools. Now the school board members move into the trenches—a citizen militia. In the future I see the school boards and the P.T.A.'s fighting together for the schools, with educators passing the ammunition.

Changes in the school sports program. I grew up in the Middle West where nothing can be more important than basketball. So I know the shock of unbelief and even horror that will greet the report *School Athletics* by the Educational Policies Commission. Does your town permit night games? Do you depend on the income from games to finance your athletic program? Do you find that this is, as the report declares, "a prime cause for exaggerated emphasis on winning games"? Does your sports program favor the few and neglect the many? Are teachers under pressure to excuse athletes or to lower academic standards? Does your town have Little League Baseball competition? Does it allow junior high and younger pupils to engage in contact sports—boxing, ice hockey, football? Is this good? What do you do for girls?

All these embarrassing questions appear in the Educational Policies Commission report, available for a dollar from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

When this "wave" of the future hits your beach the sound will echo through all the streets. For example, consider these words: "No junior high school should have a 'school team' that competes with school teams of other junior high schools in organized leagues or tournaments. Varsity-type interscholastics for junior high school boys and girls should not be permitted."

Health education. Listen a moment to W. W. Bauer, M.D., director of the American Medical Association's bureau of health education:

"New ventures in health education include new techniques for mass communication, of which I shall use television as the prototype. They include group dynamics, a new method for exchanging ideas and arriving at a conclusion. They include group therapy, by means of which cooperation in mutual objectives lends moral support and enhances motivation. They include youth participation in problems affecting their own age group, and a like participation at the other end of the scale by the aged. They include community organization for health education. . . . In general, new ventures represent a change in philosophy for which health education is indebted to education in general. Participation is the watchword of the day. There is still a place for the expert. . . . He throws his ideas on the table for discussion instead of ramming them down the collective throats of captive audiences."

Training good citizens. We used to put our reliance on learning the "Pledge to the Flag" and perhaps the "Gettysburg Address." We learned about the powers of the executive, the legislative, and the judiciary. We traced American history from Columbus to the present.

Chicago's new superintendent, Benjamin C. Willis, would not "minimize knowledge." But in presenting the A.A.S.A. Yearbook, *Citizenship Education*, he asked for more:

"We realize the necessity of placing children in situations in which they can act as good citizens. This is not a procedure that can be limited to the final year or two of a pupil's school life; the learner must be afforded these opportunities from his first school year to his last."

Then he turned to emotional stability, which he called the "major factor in determining quality of citizenship." The emotionally stable citizen is able "to distinguish between hysterical acclamation or denunciation and the straight recital and analysis of established facts."

"Give every child practice in dealing with conflict of opinion," says Dr. Willis. "Rather than evading controversial issues, we should confront children with thorny questions at their own maturity level." This includes "inquiring into the nature of the Communist state. Just as medical students study cancer in order to learn how to deal with it, so must pupils

and teachers be free to examine Communism in a clinical fashion, to understand its objectives and how it operates, and to see through its propaganda claims."

"Let no child or youth leave school," declares the Yearbook's Foreword, "who is ignorant of the aims and methods of tyranny."

Working with youth-serving agencies. I don't know how it is in your community, but I myself recall very little contact between the school and the Y.M.C.A., the Boy Scouts, the Girl Scouts, and other groups. Not hostility—just a sort of "You go your way and we go our way; no entanglements." This relation between education and youth-serving organizations has been under review for some time. At Atlantic City Herold C. Hunt, former superintendent of schools of Chicago and now professor of education at Harvard, appealed for a new and closer alignment. His is no individual view, since he also drew on the *Citizenship Education* Yearbook.

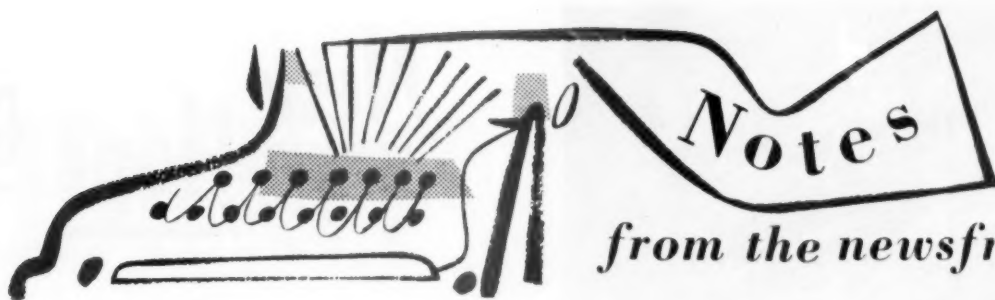
"Today we read much about our young people being caught in the 'quicksands' of juvenile delinquency, narcotics, thieving, and other evils that can suck them into dangerous and deadly habits much sooner than they realize. Consciously or unconsciously they are calling to us for our help. . . . Let us not play the role of a bystander, standing on the banks, watching them sink into the muck. . . . Youth-serving, character-building agencies are calling to us—for our cooperation, our assistance, our leadership, our talents, our resources."

These, then, are among the waves coming your way from Atlantic City. Expect others. Expect a severe shortage of teachers. You have heard this before. Hear it again. This year the number of emergency certificates began once again to climb. It will continue to climb as long as schools can recruit and train but half the number of new teachers needed in our classrooms.

Expect more attention to education for international relations, to U.N. and UNESCO. Voice after voice at Atlantic City—strong voices like that of former N.E.A. executive secretary Willard E. Givens—refuted attacks and declared that the policy of American education is to look beyond our borders and work through established international channels for peace and progress.

Expect new thinking on the age-old question of the schools and religion. Expect backing for President Eisenhower's proposal to lower the voting age to eighteen. Expect continued pressure for a non-partisan National Board of Education, through which national concern for educational progress can be focused. Expect these and many other waves on your home shores. You may not recognize their origin when they arrive, but many gained force and impetus from the A.A.S.A. convention in Atlantic City.

—WILLIAM D. BOUTWELL



from the newsfront

Farming for Fun.—One Chicago executive is creating a "fun farm" in his spare time—a rural retreat that will hark back to the days of spinning wheels and hand-operated butter churns. Here city boys and girls may feed chickens, milk cows, and ride hay wagons. The proprietor, himself an ex-farm boy, wants to give children of crowded city areas a chance to taste some of the joys of farm life without the backbreaking toil he knew in his childhood.

Produce and Peril.—Irrigation canals that bring moisture to food crops are indeed lifesavers. But these same canals can also be life takers. In Boise, Idaho, where several young children drowned recently, parents and other townspeople are acting to protect youngsters from open irrigation ditches, a menace in many parts of the country.

East? West? Home May Be Best!—"Where do you plan to work after you finish high school?" When this question was put to seven thousand high school students of Evansville, Indiana, one in three replied, "Out of town." Many of these students, it turned out, knew little about opportunities at home. To show them the possibilities in their own back yard, local employers got together and prepared a manual. The attractive guide, *Your Career in Evansville Industry*, is fast becoming standard vocational reading among local students.

Home Magic.—As amazing as the fabled wizardry conjured by Aladdin's lamp is a new kitchen cabinet that slides down within reach at the wave of a hand! This free-moving cabinet, which is electronically controlled, banishes awkward stretching for supplies on hard-to-reach shelves. And the lucky housewife in the kitchen of tomorrow will get another break. She won't have to bend over to read recipes, thanks to an ingenious designer. The cook simply slips her recipe into a photographic viewer, and presto—the directions are flashed big and clear on a screen where, quite free from strain, whoever cooks may read.

Cave and Woe, Good-by and Go!—Each night before the sandman comes, bid your worries a firm farewell. If you don't you're inviting more trouble—tooth trouble, a dentist warns. During disturbing dreams you may gnash your teeth, break the enamel, and so open the way to decay.

Finance on Capitol Hill.—Apportioning Uncle Sam's money is one of the most far-reaching duties a U.S. congressman can carry out. What questions run through the mind of a representative as he attacks Uncle Sam's budget for the first time? What proposals have been made to simplify and improve federal budgeting? You can get a close-up view on these problems in the twelve-page pamphlet *Mr. Congressman . . . His Moneybags and Watchdogs*. Copies are available at fifteen cents from the League of Women Voters, 1026 Seventeenth Street N.W., Washington 6, D. C.

Cheer by the Wagonload.—A West Coast hospital has found a way to dry the tears of homesick child patients. At the first sign of distress a nurse wheels to the child's bedside a wagon piled high with toys. "Pick any toy you want," she urges the unhappy invalid. Almost without fail the youngster is soon comforted. If a child has a special fancy for a certain toy he may take it home with him when he leaves. The supply of playthings is kept up by a kindly businessman who got the idea of a toy wagon when, ill in the hospital, he heard the sobbing of a lonely child patient.

Piercing the Language Barrier.—Innumerable and baffling are the walls of words that separate people, as UNESCO workers are discovering in their drive against illiteracy. Specialists have counted one hundred languages and dialects in India alone, three hundred and sixty-nine in British Africa, and five hundred and fifty-eight in South America. Many of these languages have no written form, and few have literature suitable for adults who are learning to read.

Sum of Sheepskins.—In the 1953 school year, 374,000 men and women received degrees from colleges and universities. Of these graduates 249,000 were men and 125,000 women.

From the Orient to the Potomac.—Visitors to this year's cherry blossom festival in Washington, D. C., will find a new decoration on the landscape, an impressive ten-ton "stone lantern," made in Japan three hundred years ago. It was presented to the United States by the city of Tokyo in memory of Commodore Perry's historic landing in Japan, and it has been placed near the famous cherry trees, an earlier gift from that country.

Children Choose.—About forty thousand Kansas school children recently cast ballots for their favorite book, thus selecting the first annual winner of the William Allen White Children's Book Award. Their choice? Elizabeth Yates' *Amos Fortune: Free Man* (Aladdin Books, 1950). The idea of this unique award, in memory of Kansas' famous editor, originated with Mrs. Ruth Gagliardo, chairman of the National Congress Committee on Reading and Library Service. Her first job was on William Allen White's *Emporia Gazette*. She believed, writes Everett Rich in the *A.L.A. Bulletin*, that "a newspaper should review children's books as well as books for adults, with the result that she did the first such reviewing in America."

A Roof That Bloomed.—Imagination has touched car roofs, thrusting a dash of brightness into drab traffic lines. The result of one flight of fancy appeared in St. Louis the other morning, more than a month before the official advent of spring, when a certain car swung into the streets, its top papered in a dazzling design of large pink and red roses.



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New Hope for

Concluding Article in a Series on Group Thinking and Discussion

SO FAR in this series we have looked at our audiences—for whom new hope is extended—as groups. In this final article, however, we're going to take a look not at the group as a whole but at its individual members. What is the responsibility of each person to the group? What can he do to enliven meetings, make them more meaningful and valuable?

The ideal meeting is a stimulating venture to which every member of the audience contributes in some way. The member who sits back silently in his chair, offering the group nothing, is shirking his share of responsibility.

Actually the day of the passive listener is on the wane. Audiences are likely to shy away from meetings where they are "talked to" with no chance to talk back. They have little taste for the kind of program in which they are expected simply to sit like human sponges, soaking up words and ideas sent in their direction from the speaker's platform. More and more audiences come to meetings expecting to act, to take part. And more and more speakers and leaders plan in advance to bring their audiences into the program.

We've already described some of the major ways in which members can be creatively involved in meetings, but there are still others.

For example, all of us are familiar with the speaker who asks for questions from his audience *after* a talk. But some speakers nowadays ask for questions *beforehand*. Thus the individual is immediately drawn into the program. He is consulted directly and becomes in effect a program planner.

He gets a chance to tell what he wants to know, what ideas he wants the speaker to touch upon. Through this device well-informed members of the audience can at the outset remind the speaker of points that he might otherwise have overlooked. He can draw out facts that might have been neglected and can touch off a chain reaction of ideas through the entire audience.

The Act and Art of Listening

Another way of getting individuals creatively involved in a meeting was demonstrated at a National Congress convention several years ago. Malcolm S. Knowles, administrative coordinator of the Adult Education Association, used the technique at a general session for which a talk had been scheduled. Before the talk he asked the audience to divide itself into four listening teams and gave each team an assignment. Team I was to listen for points needing clarification. Team II was to listen for debatable or questionable points. Team III was to listen for ideas on which action should be taken. And Team IV was to suggest points that the speaker had left out. When the talk was over, each team made its report, which led in turn to spirited discussion.

This general method can of course be altered to suit a given program. If a debate is on the calendar, for instance, one group might listen for the pro arguments, another for the cons. Still another, after hearing both sides, might draw up a set of conclusions.

Devices like this obviously encourage creative, concentrated listening. For quiet listening need not be

AUDIENCES

passive. Being a good listener can, in fact, be as important a skill as being a good talker. If our audiences are no longer mute, if more and more audiences are finding their voices and using them, the art of listening will come into its own.

What can be expected of the person whose turn it is to listen? First of all, the alert listener tries to understand what the speaker is saying. He momentarily withholds his own opinions, ideas, and preferences so that he may more clearly receive the speaker's message. He tries to understand it so well that he could state it in a way that would be completely acceptable to the speaker. This does not mean that the listener agrees with the message. Rather, it means that he is making an honest effort to understand the speaker's point of view.

Next, the good listener proceeds to match his ideas with those of the speaker—sifting, weighing, accepting, rejecting what has been said. To do this he draws on his own private store of knowledge, for the comparing of ideas cannot go on in an intellectual vacuum. Whether the individual makes his contribution by talking or by listening, he must have a reservoir of knowledge, insight, and experience on which to draw.

Stockpiling Knowledge

How is this reservoir to be built up? Through observation. Through study. Our minds do not stop needing nourishment at eighteen or twenty-one or indeed at any age. It is up to us to supply that nourishment. Others may stimulate or inspire us, but each of us must go ahead, on our own, to pursue the knowledge we want and need. This is why group members will find it wise to leave time in their schedules for private reading and thinking.

Jangling phones and crowded calendars may conspire against all our attempts at solitary study. Commitments to this or that group may hedge us in and keep us from the quiet and the solitude sorely needed by all who are active in organizations. Yet the fact

is, the more hours we spend working in groups, the greater our need for time alone—time for study and for thought.

Our days need spaces in them. When these essential spaces are crowded out for an extended length of time, sooner or later the quality of our living is likely to suffer. And when this happens, the quality of our work in groups also suffers. We find our store of ideas shrinking. We find ourselves living on the frayed fragments of thought we gathered long ago. More and more we are guilty of skimming surfaces and letting that superficial motion of the mind pass for genuine thinking.

But, you protest, how can we manage it? How can we set ourselves free from the clock and calendar? We have a living to earn. That immediately cuts out eight or more hours a day, not counting the hours going to and from our job. We have our family to take care of. For that we're on call twenty-four hours a day.

It may be hard for adults, with their many obligations, to set aside time for study. Some congratulate themselves when they are able simply to *get* to a meeting, not to mention studying and preparing for one.

Making Minutes Count

We have no easy answer to this problem. We very much doubt that there is an easy answer, but an incident from the life of John Erskine carries a realistic suggestion. When he was fourteen or fifteen years old, his music teacher asked him how long he practiced each day. "Four or five hours," came the answer. "Four or five hours at a stretch?" The pupil nodded. "I was afraid of that," the teacher said.

Then followed a warning that Erskine never forgot. When he was out of school earning his own living, the teacher told him, he would very seldom have five solid hours at a time to practice. He would have only a few minutes now and then scattered through the day. If he intended to go on with his music he would have to learn to use those bits.

That warning stayed with Erskine. Through his life he cherished the smallest snatches of time. To that early advice and the habits that stemmed from it he credited the productiveness of his adult years, when he combined three careers—in music, teaching, and writing.

Many adults who follow interests outside their immediate jobs have to make time for them as Erskine did. They have to snatch opportunities whenever they present themselves. And often those opportunities may come only fifteen or twenty minutes at a time.

New hope for audiences lies in the many new techniques that are being developed and used with great success. New hope for audiences lies too in the individual members, in their enthusiasm for sharpening their vision, for learning, and for growing.



© All pictures by George R. Jones

You can't go far in a wheelchair. You can't walk fast in braces. And in lonely hours your spirits sag. But a book can change that. It can give you courage to live in a world bounded by wheelchairs and braces, and it can send you soaring far beyond that world.

Elizabeth Orton Jones

Reading

"READING IS FUN" was our Book Week slogan last year—a merry statement, and true. There are times, though, when reading is more than fun. Sometimes reading is a cup of cold water to one who thirsts; meat to one aching with an indescribable hunger; release to one imprisoned in a paralyzed body or a hospital room; wealth to one in poverty; peace to one with a troubled mind; solace to one in grief; to one who is lonely, companionship; to one in pain, relief. Indeed there are times when nothing else in the world can quite take the place of reading. This is so with adults. With children I believe it is even more poignantly so.

About a year and a half ago I was asked to paint a mural in one of the wards of a new rehabilitation center that was being built as a contribution from the people of my state to our crippled children, to make happy, useful living possible to all. After working many weeks I began to realize I would not be able to finish before the center opened, because the wall space I had to cover was very large, my subject very detailed. It was a delightful realization. What fun I would have, when the children came, talking with them, drawing with them, telling stories and reading, sharing with them the wonders of the magic realm of books!

When the center opened and the first twelve children arrived I was, sure enough, still there. From

bed to bed I went, each evening, with stories for the little ones in the wards. Now we all know that bedtime stories must contain nothing outstandingly exciting, frightening, invigorating, or challenging. They must help relax the body and prepare the mind for sleep. The little ones listened to me quietly and politely, giggling now and again in drowsy mirth at the adventures of some small puppy or bunny or wee black hen. A pleasant bit of verse to follow the story, a whispered prayer, and then the lights went out; each little crooked body slipped down in the bed.

Arms reached up for a good-night hug almost desperate in its tightness. Sometimes the covers would be pulled up over the head and the lumpy little bundle on the bed would begin to shake silently in the darkness, and it was for me to undo the bundle and find the tears within, tears that had been patiently waiting behind smiles all day for a moment of privacy in which to be shed. Then came the groping into memory for words more sustaining than those of a bedtime story—great words, simple words; words to cling to, to keep, to comprehend deeply; old words for the very young from the Bible:

When thou liest down thou shalt not be afraid: yea, thou shalt lie down, and thy sleep shall be sweet. . . . A little sleep, a little folding of the hands to sleep. . . . He shall

cover thee with his feathers, and under his wings shalt thou trust. . . . For he shall give his angels charge over thee, to keep thee in all thy ways. . . . He that keepeth thee will not slumber. . . . The Lord is thy keeper. . . . The eternal God is thy refuge, and underneath are the everlasting arms.

A good many evenings went by before I could entice the older ones to the library. A beautiful blond television set was my rival! But at last came a day when it was out of order.

(I am not condemning television—not by any means. In the preface to his libretto of *Amahl and the Night Visitors* Gian-Carlo Menotti puts his finger squarely but charmingly on the problem. He suggests that we make watching television more of an

thinking, was not a success. It did not come alive.

Most of the children were unacquainted with the experience of listening to someone read aloud. The majority could not read for themselves. Few had been to school. Several did not rate very high mentally. In some of their homes English was not spoken. None of them had ever been to a library. In none of the homes, as far as I could make out, was time ever set apart for quiet togetherness or time allowed for quiet aloneness. I was to discover that the need for quietness in most of these youngsters amounted to a hunger that was close to starvation. I was to discover that, for the most part, television was more a habit than a joy and that comic books were treasured principally because they were familiar.

Is More Than Fun[★]

occasion worthy of our undivided attention and less of a mechanical accompaniment, to be turned on and off while we knit or play with the kitten. Then we would benefit by having a satisfying, rounded-out emotional experience, as we have when we reserve a seat and put on our Sunday clothes and go to the theater. Whenever an adult helps guide, share, and select a television program and follows it up with reading and stimulating conversation, it is a different matter from simply turning children "out to pasture" in this newly acquired field. There are many fine programs, and the children and I shared many memorable occasions made possible to us by the beautiful blond set.)

A Favorite at Last

After supper, that night when the television set was out of order, eight chattering boys and girls trooped down the corridor with me, their wheel-chairs dripping comic books all the way. Consciously exuding the proposition that "Reading Is Fun," I filed my arms with books from the library shelves and sat down with them. Billy was feeling obstreperous; Bobby kept teasing Nancy; Leo and David kept giggling; they all kept interrupting. They did seem to enjoy *Pinocchio* more than anything else we tried. But the reading, to my way of

On several occasions we read. They grew more accustomed to it, more reposed. But still the reading did not come alive. Then one day I came upon a copy of Ruth Sawyer's *Old Con and Patrick*, the story of a boy recovering from polio. I took it along to a small ward where three of the boys were already in bed. I began reading it to them. The usual interruptions, requests for drinks of water, worried little questions about nothing in particular made the going rather slow. Then suddenly, just after Patrick's release from the hospital with his new braces—just where he drops his cap and maneuvers his crutch so as to pick it up—intense concentration filled the room. Eyes widened, the boys leaned forward eagerly in their beds. Here was something they knew and understood. Here were the feelings of *their* world. "Hey, is this ever good!" whispered Bobby excitedly, not as an interruption but as a petition to me to read on. Other boys, idly cruising the corridor in their chairs, were attracted to our nucleus of interest as irresistibly as iron filings to a magnet. They came wheeling in.

"Sh!" warned Howard. "Just listen to this! Here's what I call a *book*!" Bobby heaved himself down to the foot of his bed to get as close as possible to the

★ The illustrations show Miss Jones with several of the young friends she tells us about in this article.



source of this wonder. They all crowded close, closer. Here was pain, their pain; shame, their shame. Here was the patience it took to triumph over paralyzed legs with braces and crutches and endless exercises, the courage to conquer fear, bear ridicule, face lonely nights. Arms went around me instinctively to try to squeeze out of me the whole essence, the nourishment in its entirety. Hands clutched at the book itself. I had to lift little fingers in order to finish out the lines.

When it was time to stop for the night, Howard said: "I'm going to learn to read, so I can read this book over and over for the rest of my life!" Next evening the TV room was empty of boys. I found them all waiting for me, crowded into that same small ward, with Howard holding the book re-



erently, opened to our place. In silence as deep as the silence of eternity I sat down with them to continue reading.

The same thing happened to the girls with Elizabeth Enright's *Thimble Summer*, a story now excruciatingly funny, now touching the deep emotions beginning to stir in the heart of ten-year-old Garnet. "That's just how it is!" they kept saying. "That's just how it feels!" It was good to see them savoring the writing itself—doubling themselves up with squeals of delight at a particularly apt simile or well-chosen word.

Journeys Unending

Once it had happened, reading did not have to go through the process of coming alive again. The door to the magic realm now stood open before us; in fact, we had stepped in. The search was on for what was particularly and electrifyingly ours. As more children arrived, the quality of the quest was felt "by sweet contagion" and understood—as an attitude toward living is handed on from one generation to the next.

We let one thing lead us to another. A hilarious conversation about traveling, for instance, led to an interest in elephants as a means of conveyance. (What good would a wheelchair be in a jungle?) This took us to India and gave us an evening of elegant entertainment at the palace of a maharaja, following a rather fatiguing tiger hunt, and eventually landed us in the encyclopedia avidly studying the architecture of the Taj Mahal. Jean's excruciating pain when he was first put into braces led us to a high point of experience in reading from the New Testament the story of the healing at the pool of Bethesda. A list of what we found to be ours, however, would probably not be so embraced by any other group anywhere else, because it was *peculiarly* ours—just as an individual person's list of high moments in reading is peculiarly his.

When reading and living merge so as to be virtually inseparable, when a system has been set in motion whereby reading is continually reaching in to feed the roots of being and reaching out to expose small experiences to larger experience, when child and adult give and take and share and grow, each in his own way, by means of this system—then we have something that is indeed more than fun. We have something fundamental.

Elizabeth Orton Jones is herself widely known and loved by boys and girls the country over through the books she illustrates and writes—books like Big Susan and Twig. An artist specializing in color etchings of children, Miss Jones in 1945 won the Caldecott Medal for her distinguished illustrations in Rachel Field's Prayer for a Child.

101 Questions

ABOUT PUBLIC EDUCATION

Committee on School Education

National Congress of Parents and Teachers

John W. Studebaker, Chairman

A year ago, assisted by state presidents and other parent-teacher leaders, the Committee on School Education asked parents throughout America to decide what questions about education and the schools seemed most serious and important to them. Hundreds of these queries came flooding in to the committee from almost every state in the Union. From among them 101 were selected as most representative of country-wide concern. The answers are appearing in a series of articles, of which this is the sixth.

55. What values has educational television for classroom teaching?

Mrs. Jennie Whildin, a principal in Philadelphia, has studied the effect of educational TV on the classroom. Here is what she has to say:

"Can television educate? Can it make a contribution to the intellectual, social, physical, and emotional growth of the child?

"I believe so. Here is why. Two Philadelphia programs, *The World at Your Door* and *Democracy at Work*, have made a sharp impression upon upper elementary children. They have listened to consuls, ambassadors, and representatives tell of their people and country. They have seen authentic dances and costumes, have thrilled to the art work these people have brought from their homelands. Television has made classroom teaching fresh and exciting. The four walls of a classroom have expanded to the community—the world community.

"One of my teachers tells me that much of her classwork in science this term was motivated by *Science Is Fun*. On these programs children see top-flight scientists perform exciting scientific demonstrations.

"Children from kindergarten through sixth grade have shown a greater interest in the world about them because of these science programs. Children have started collections, planted flowers, made charts, and have persuaded their parents to buy books and records used on the programs.

"That television not only stimulates but raises the standard of reading was proved after a program presenting and discussing a Newbery Award book.

"In preparation for the program our sixth-grade children went to the neighborhood library and borrowed all the Newbery and Caldecott Award books available. Following the program there was a keen desire to read and to discuss the books with their teacher and classmates.

"The teachers say another value lies in the use of this medium for them, specifically. They are observing the finest methods of teaching from specialists in the field—and picking up classroom techniques in reading, arithmetic, and other school subject areas."

As do many other educators, Mrs. Whildin concludes: "At no time have the TV programs replaced the teacher or textbooks. Rather, they have enriched and supplemented basic instruction."

56. Can commercially sponsored television programs be used in the school?

Commercially sponsored television programs that are expertly prepared, preferably with the help of teachers, can be used in the school, if they are broadcast at a time suitable to classroom needs. Managers of commercial stations, however, are not always familiar with the needs of the school or with the necessity for scheduling programs at the right time. Much as they would like to meet school needs, they find it costly to create programs especially adapted to school use. That is why many communities are now working to set up their own noncommercial educational TV stations.

57. To what extent should educators advocate the use of television, radio, and motion pictures as teaching aids in the public schools?

Only to the extent that these aids give children worthwhile learning experiences that cannot be provided in any other way. One good chapter in an up-to-date textbook may be worth more than a dozen dull films. There is nothing educational in asking a class to listen to a "dramatic" radio or television program that is empty and shoddy. All three media must be put to the same test as other instructional materials before being used in classrooms.

Teachers and principals who believe in television, radio, and films assume the responsibility for selecting worthwhile material. And as Franklin Dunham of the



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U.S. Office of Education says, "Inasmuch as selection is at the basis of all human action, this responsibility is no greater than that which teachers practice every day in managing the education of the young. No one should use any instructional aid unless he can justify its use—and this goes for TV, radio, or films."

58. The school children in our community are forever being taken on "field trips," sometimes even using school buses to go out of town. Isn't this a waste of school time?

Field trips can be a waste of time, or they can be valuable and educational experiences. It all depends on the purpose of the trip, how it is planned, and how carried out.

Good teachers plan a school excursion so that it will add reality and freshness to the subjects under study and make a contribution that cannot be made as well—or perhaps not at all—within the classroom walls. And they see that the trip will be a happy, satisfying, enriching experience.

There is little value in incidental trips taken on sudden impulse. There is little value in just getting children out of doors. On the other hand, carefully planned trips can do wonders to sharpen children's interests, add to their knowledge, and provide a good "tone" to learning.

To quote from the Pennsylvania State Department of Education: "Nearly every subject, if careful planning is done, can be enriched through field trips. If it be art, the pupil can more readily realize its power by visiting churches, art galleries, scenic spots, model buildings, and well-designed homes. . . . If it be geography or science, visiting a quarry or mine is much more realistic than reading about such places. If it be literature, then visits to the homes of authors and direct observation of the objects and scenes described are stimulating. In music, there are concerts to attend. For mathematics, there are outdoor lessons involving practical measurements. For nature study and science, the school journey to museums, parks, gardens, manufacturing plants, and radio stations is all but indispensable. Vocational education, citizenship, sociology, economics—all have their laboratories in the community."

59. Several parents I know have been invited to act as "resource persons" in school classrooms. Considering that they are not experts on any subject, isn't such a practice unwise?

Not at all. Most educators believe it is a highly desirable practice. Parents and other "resource persons" not professionally connected with education have been very helpful in many schools for at least a half century. After all, parents are full-time educators, and teachers are part-time parents. Why should not the two go into partnership? And parents who are highly educated are in themselves a resource that can be well utilized by schools.

An interesting experiment has proved the value of this parent-teacher partnership. Five school districts in the East have a file containing the names of adults who have traveled widely, who have special abilities in art, science, or music, or who have interesting jobs. Whenever a class needs information from a person with special resources, he is invited to come to the school. As a result, there has developed a conviction that "every classroom can have fifty teachers."

60. What are the most effective ways in which teachers may help their pupils to understand and interpret our rapidly changing modern world?

A group of California teachers demonstrated one way of doing this. They started with the premise that youth today cannot solve the problems of the atomic age by reading about the age of chivalry. They organized their instruction around problems rather than topics—such as how can young people find careers in their community, why workers strike, or what people think of their schools.

To get the facts needed for solving these problems the California teachers used large doses of current materials, including classroom periodicals, recent books, newspapers, magazines, pamphlets, maps, almanacs, and practically all other types of printed matter that are of recent origin and deal with matters of timely concern.

These are described in a book by Lucien Kinney and Katharine Dresden, *Better Learning Through Current Materials*. The authors say: "Current materials include community resources from which students can derive information and understanding. Museums, art institutes, historical markers, monuments, parks, playgrounds, churches, railway and bus stations, airports, factories, stores, banks, courtrooms, city halls, hospitals, and farmers' markets are examples of the wealth of opportunities which almost every community provides.

"Current materials include the available human resources: professional speakers, businessmen, parents, factory workers—whoever can meet with the students, at school or in their place of activity, and give them help in learning."

One teacher who took part in the "current materials" experiment guided by Stanford University reported that after using these resources for three years she felt that her pupils were "better trained than my previous classes" to understand the world they lived in and its problems.

61. We hear a great deal about the teacher shortage these days. How serious is it, and what brought it about?

Yes, it is a real shortage, and it is serious. In September 1953 the nation's public schools needed 160,000 new elementary teachers; the colleges had graduated only 35,600. In California—to look at just one state—the col-

leges and universities could supply only two new elementary teachers where seven were needed.

Superintendents of schools are looking desperately for teachers. Last year a certain midwestern newspaper carried twenty-five want ads in one day asking for elementary teachers. Advertising isn't the best method of recruiting teachers, but its very use serves to dramatize the shortage.

Why does the shortage exist? For at least five reasons:

1. Because boards of education pay relatively lower salaries than do other employers.
2. Because "fringe" benefits for teachers—such as sick leave, annual leave, maternity leave, rest periods, and retirement rights—are not as attractive in many school systems as they are in private industry.
3. Because teachers are all too often overburdened with large classes, clerical tasks, and monitorial duties.
4. Because communities sometimes impose harsh and unreasonable taboos upon their teachers.
5. Because the public does not give teachers the status to which the profession of teaching is entitled.

62. In line with the trend toward increasing enrollments in our schools, how many additional teachers will be needed during the next ten years?

For the next eight to ten years we shall need each year 100,000 qualified new teachers for our elementary schools. At the same time we shall need an ever increasing number of new secondary school teachers, reaching a peak demand of 78,000 in 1964.

But there is a most urgent need *right now*, in 1954, for 160,000 qualified elementary school teachers. This figure was determined after a nation-wide study of teacher supply and demand conducted by Ray C. Maul of the National Education Association. Here are his calculations:

"We need 10,000 teachers to relieve overcrowding and eliminate dual and triple sessions per day. We need 20,000 teachers to meet the increased enrollment. We need 60,000 to replace the annual losses from the classroom—those who will not return. We need 70,000 to replace just the worst of the undertrained—those who do not meet even one half the minimum requirement.

"If we can meet this immediate demand for 160,000 qualified elementary school teachers, we will then need 100,000 per year until 1957, which is the year the children born in 1951 will enter the first grade. (It seems fair to assume that the present birth rate of at least $3\frac{1}{2}$ million children per year will continue.) If so, the annual demand beyond 1957 will continue at 100,000 qualified elementary school teachers."

Now for a look at the demand for high school teachers. The high school population has been constant for many years. It will begin to rise in 1954-55. It will rise sensationally between 1957 and 1960, and by 1963 will be about one and a half times its present size. The demand for new high school teachers will expand at the rate of about 5 per cent per year during the 1955-65 decade—that is, from 48,000 to approximately 78,000.

63. What is a reasonable salary schedule for professionally prepared teachers—one that can be expected to procure an adequate supply?

Medicine, nursing, law, government, industry, business are all in the market for capable young people. The public schools must match the salaries and rewards offered by other employers if we are to attract and hold the teachers needed for our classrooms.

A good salary schedule for teachers, according to the National Education Association, should meet the following tests:

1. The beginning salary should permit the young teacher to live in self-respecting circumstances, with a margin for saving. A salary of \$3,600 is considered a minimum.
2. The maximum salary should be high enough to keep competent men and women in the classroom. It should enable a teacher to maintain a home and support a family. For classroom teachers with four years of college, graduate work, and successful experience the maximum should reach \$8,200.
3. A modern salary schedule should offer equal pay to teachers of equal training and experience regardless of whether they teach in elementary or secondary schools and regardless of sex, race, or marital status.
4. A good salary schedule provides for yearly increases.
5. Because of the cost of living changes, salary schedules should be periodically reviewed and adjusted when necessary. It is assumed that the scale of salaries indicated above may vary somewhat with local differences in living costs.

64. What can the public do to induce more well-qualified young people to enter the teaching field?

Use this simple formula: Don't criticize the profession in public or in private; honor its worth and value in our society in public and in private; support movements for higher teachers' salaries; and encourage your sons and daughters to enter the profession if they exhibit the qualities needed for teaching.

Elaborate teacher recruitment campaigns have little success if they have been preceded by years of sneering attitudes toward the profession. Such remarks as "Oh, she's only a teacher" or "She has that schoolteacher look" do harm that numberless recruiting posters cannot undo.

Every tenth high school senior must prepare himself for teaching if we are to have enough teachers during the next two decades. The home is the most effective recruiting agency, for there parents can explore with their own children the opportunities that teaching offers.

65. What is the role of the parent-teacher association in encouraging capable young people to enter the teaching profession?

One could draw up quite a lengthy list of activities that P.T.A. groups are carrying on for this purpose. They offer local and state scholarships for young people planning to attend teacher education institutions. They sponsor Future Teachers of America clubs in high schools. They prepare and distribute leaflets on teaching as a career, and they take part in local, state, and national teacher recruitment campaigns.

But perhaps the most important job of P.T.A. groups is to help create a school system in which young men and women will want to work when they are prepared. This means that each child must have pleasant experiences with teachers and with schooling. The attitudes toward teaching that he hears and sees expressed must add up to a picture of a dignified, significant profession.

In the long run, therefore, everything the P.T.A. does to raise the status of the teaching profession and to strengthen the public schools will help draw able young people into teaching careers.

66. What can be done to make teaching attractive to outstanding young men?

A young man wants a salary that will enable him to bring up a family; to buy a home and furnish it, not only with necessities but with books on the shelves and pictures on the wall; to travel; and to cultivate his intellectual and esthetic interests—all these in addition to paying the grocer! But a young man also wants challenges and ever broadening horizons. Teaching can provide these if there is vigorous leadership by the principal and by the superintendent, if the teacher upon occasion is permitted to sit at the policy-making table, if he is given recognition, and if he has freedom to teach and learn.

Capable young men, like capable young women, want to join, and stay in, a profession that offers prestige and satisfactions. Those satisfactions come not alone with higher salaries but with the knowledge that the profession they have chosen for their lifework will be respected and supported by the public.

67. What standards are considered reasonable for professionally trained teachers at the present time?

Schools and colleges that educate future teachers agree on these standards:

1. A teacher should be a well-educated person. By well educated we mean a person who understands the world in which he lives, where that world has been, where it seems to be going, and the forces that are now operating in it. He gets this understanding from observation, reading, and experience. The well-educated person has an appreciation of the arts—music, painting, the theater—and perhaps practices one of them.

2. A teacher should have mastered the basic competencies required by his profession. He needs to understand how children grow and why people behave as they do. He needs to understand the forces that influence and shape society. Furthermore, every teacher, in the primary grades or in the senior high school, should be familiar with the materials and methods that have been found most effective in helping children learn.

3. A teacher should have the additional competencies needed for the particular position he is to fill. The first-grade teacher must know some things that the senior high school teacher does not need to know, and vice versa. Likewise the teacher of science and the teacher of music need different kinds of knowledge and skills.

It should be assumed that a young person needs at least four years of college preparation to attain these three competencies. In fact, the National Commission on Teacher Education and Professional Standards believes that a fifth year of college preparation should be required before a teacher is given a permanent certificate.

68. In some states teaching standards are constantly being raised. Isn't this an unwise procedure at a time when there is so much difficulty in securing enough teachers for our classrooms?

The actual truth—surprising though it may be—is that when standards are lowered, the teacher supply drops.

Let us see why. Most young men and women who are serious about the future and their careers want to enter a profession that will give them prestige as well as security. They want a challenging profession. They are not likely to be attracted by one that lowers its standards to meet temporary conditions of supply and demand. For this reason states that have kept their standards high



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have more trained teachers than do states whose standards have dropped.

69. How can prospective teachers be prepared to deal competently and confidently with the public?

Teacher education institutions are probably not well equipped to teach future teachers the science and art of public relations. True, there is a growing number of books, pamphlets, and newsletters (such as *It Starts in the Classroom* and *The Teacher's Letter*) that at least make prospective teachers aware of the importance of public relations. But for the most part the teacher's public relations activities have to be learned on the job.

Take Santa Fe, New Mexico, as an instance of how this may be done. Superintendent T. C. Bird believes that new teachers must be helped to feel secure, free, and important to their community. He feels that removing social restrictions will give them freedom to participate in the life of the community and make their ability and influence felt as forces for good. Under these conditions teachers become a part of a good public relations program. On the other hand, suppose the staff is harassed, insecure, and inferiority-ridden, with little or no voice in the school and with unusual social restrictions placed upon it in the community. Those teachers are going to be a detriment to any school public relations program, Superintendent Bird believes.

The get-acquainted open houses, parents' nights, and teas for new teachers usually planned by P.T.A.'s early in the fall are almost a necessity, as are school visiting days for parents and other means of introducing the staff to the public (and vice versa). When communities come to know their teachers, they begin to regard them as real people and to respect them.

Superintendent Bird encourages Santa Fe teachers to join and actively participate in the P.T.A. and other community organizations, to put their special talents and interests to work in church and civic activities, and to get to know as many people as possible in the community.

The administration, too, must convince its teaching staff not only of their importance to the community but of the equal importance of sending school children home each afternoon happy and contented with their school experiences and accomplishments. The child is the school's best public relations agent, and each teacher must recognize and use to advantage this vital contact with parents.



Keeping the Community Mind Alive

WHAT makes a community that is mentally alive and in good civic health? In the free and ordered society we have chosen for ourselves the following would seem to be essential: one man, one vote (the secret ballot); equality before the law; free public education; a free press; freedom of religion; free and varied economic enterprise; free, open, and diversified voluntary associations; and flexible co-sponsorship.

All except the last of these are part of our long tradition. We know them well, even if at times we have known them mainly by default. The final one—co-sponsorship—is, however, a newcomer and needs special mention. Last to arrive on the American scene, it could not have come had not the others, particularly voluntary associations, been there ahead of it. Yet now that it has come, all the others can grow into greater vigor. In fact, through the experiences of co-sponsorship the community comes more alive than ever.

Who invented co-sponsorship no one seems to know. It may have come with the first Fourth of July parade or the first village Christmas tree. Nevertheless it could hardly have occurred until voluntary associations, those peculiarly American phenomena, had multiplied among us. When Alexis de Tocqueville visited us in the 1830's, voluntary associations had already so grown in influence that he was able to see them as the very essence of our democratic way of life.

Harry A. Overstreet

Author of *The Mature Mind* and

Co-author of *The Mind Alive*

"Maintain a continuing program to develop a greater sense of civic responsibility among all the citizens of the community."—From the Action Program

ocratic way of life. "What political power," he asked, "could ever carry on the vast multitude of the lesser undertakings which the American citizens perform every day with the assistance of the principle of association?" He saw these voluntary associations, however, as separate and independent, each a kind of diminutive social laboratory in which citizens of the democracy worked out their purposes and plans independently of government.

Since those days these small laboratories of democracy, multiplying amazingly, have become a vast enginery of creative purpose and action in our land. In their hundreds and thousands, they have become the chief shapers of our American ideals



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and practices. Here the men and women of America have joined together to do the things they deeply care to do. Any survey of any American community would show that these groups are the most active and continuous creators of the purposes and policies that together make up our American way of life.

"We Got to Meeting Around"

When we ask the question that many of us now are impelled to ask, "How can we keep the community's mind alive?" or, more specifically, "How can we create continuing programs to develop a greater sense of civic understanding and responsibility?" the first part of our answer must be, "Look to the voluntary associations." The second part should now be, "Look to co-sponsorship."

I remember the almost panic-stricken reluctance of a former student of mine who had been transferred by his company to the barren wastes of a frontier town. "It's all right," he said, with a mixture of pride in his promotion and distaste for what was ahead of him in that cultural barrenness. "We'll put it through. But there's nothing out there. I don't think there's even a high school."

I saw this young man some years later. He still had the old eager look that I used to like. "What happened?" I asked him. "Lots," he said. "Things weren't quite as hopeless as we thought they'd be.

It was pretty raw at first, and we felt plenty homesick. But the place, we found, had the makings. There was a poor imitation of a lunch club, one or two ladies' auxiliaries, a pathetic little P.T.A., and a chamber of commerce that tried to sound like a big city. Nothing happened for a while. Then a few of us got to meeting around. . . ."

The story he then told could be repeated in many a community. By a happy chance the thought was born that if all those spindly organizations would pool their resources, the barren town could be made to come alive for at least one night of good music or good thinking or good something else. And if it worked, maybe they could repeat it.

This at least suggests the story of how a program can be built where no program exists or even seems possible. Co-sponsoring is the latest of our ingenuities that has brought freshness into community life. It is the means by which many a community, sunk in its doldrums, has been able to send strong breezes through its mental and emotional stagnation.

Co-sponsorship, however, is an art that is not easily come by or easily learned, for it requires a certain growth into social maturity on the part of voluntary associations. These all too often have suffered from the weakness of their strength. Each has been proud of its unique and separate purposes and activities. Each, jealous of its place in the public esteem, has tended to shy away from sharing prestige with other groups. Thus each, although functioning within a community and supposedly for the good of the community, has found it hard to move out of its group independence into a community outlook. However, as soon as people begin to learn and enjoy the art of co-sponsorship, a community outlook is born.

When Auspices Are Auspicious

Nowadays it is not unusual to find a lecture series or a panel discussion or an institute or a town band sponsored by a dozen or a score of groups in a community: the P.T.A., the A.A.U.W., the League of Women's Voters, the American Legion, churches, synagogues, the school system, the local radio station, the chamber of commerce. My wife and I have repeatedly spoken under such joint sponsorship, and as we have done so we have had the heartening feeling that in this small but vitally important way the community has come alive. Back of the sponsoring we could sense the many meetings-together, the talking-out of plans, the growth in mutual understanding and appreciation.

Here, then, would seem to be one significant way in which communities can develop programs to serve the needs of their people. These needs are now deeply in evidence. It is obvious that today's world is one in which we all have to think with a new clarity if we are to find our way around. Unprece-

dent problems confront us; proposed solutions have to be tested. Hence in every community we need to achieve some measure of understanding of our hazardous, yet profoundly creative time.

Into this picture now enters another organization, one that can give major support to community programs—the university. Not the campus-bound university of tradition but the new type of American university that moves out beyond its campus and takes a whole state for its province. This too is a fairly recent development. But already it is expanding our whole conception of a university's proper function in a democracy.

Through its extension divisions, the university now serves communities hundreds of miles from its own campus. Every community is now part of its concern. Nor is this a relatively passive concern, like the sending of a teacher when a teacher is asked for. The concern is far more active than that, more in the nature of a joint activity or co-sponsorship. Long before any instructor is sent, university people and representatives of local groups have put their heads together, have talked over local needs, and have worked out between them what it seems best to initiate. In the end the program is a joint product.

Living Enriched by Learning

What, now, are the programs we need for our community co-sponsorship? We can describe them quite briefly. We need first of all programs that concern themselves with home and family life. These must always be primary because the welfare of home and family must and will always remain our primary concern.

In the second place, we need programs that will clarify our minds about education—for our children and for ourselves. What kind must we have if we are to help our world forward rather than block it or push it back? Again, we need programs that will focus our minds upon our community. What are its needs that still go begging, its possibilities still unfilled?

Because we are citizens of a democracy, we need programs that will enlighten us about our country's aims and problems. And finally we shall want programs that open our minds to our total world. We need to learn what we could not learn in childhood or adolescence, both because we were then too young to understand and because, since those years, a new world has been in the making.

It all sums up to the fact that every community needs the resources of the mind that will keep its members alive and growing—clear about their responsibilities, honest and glad in their performance. The happy circumstance is that all this is now possible chiefly because we have begun to learn the art of putting heads and resources together.

A GUIDE FOR DISCUSSION

Pertinent Points

1. Trace the growth of co-sponsorship in this country. What types of co-sponsorship are urged in the National Congress Action Program in order to give citizens a greater sense of civic responsibility?
2. "Co-sponsoring . . . is an art that has not been easily come to or easily learned," writes Dr. Overstreet. What obstacles does he list? Once these are overcome, what advantages does co-sponsorship offer?
3. On what projects has your P.T.A. cooperated with other organizations or groups since last September?
4. How do universities help to support community programs? List some of the ways in which the university has entered into community life. What other institutions play a vital part in your community?
5. Dr. Overstreet names five areas in which cooperative programs are needed. What are they? Would you add any others?
6. How many members of your P.T.A. are continuing their education in a study group, in a formal class, or "on their own"? What are two important reasons why people need to go on studying and learning during adult years?
7. What is "the art of putting heads and resources together"? What promising conditions does this art make possible?

Program Suggestions

1. Invite a member of a near-by university to one of your meetings, and ask him to describe its major community-centered activities. Perhaps it would be possible to hold a brief question period before as well as after his talk. (See page 16.)
 2. Using the brainstorming technique, members might list worth-while projects that would (a) involve the whole family and (b) give each person in the family a stronger sense of civic responsibility.
 3. The Action Program suggests that P.T.A.'s sponsor conferences held by and for young people. Consider arranging such a meeting, centered on some specific community need. Discuss how young people can be given a large share in the planning of the conference.
 4. Encourage members to discuss civic problems in their own family circles; then devote a meeting to open discussion of these conversations. List the various topics that came up for discussion, noting the range of interests. How many topics were brought up by the children? With which topics were children most concerned? Which discussions lend themselves to follow-up action by the P.T.A.?
 5. Not all of us are equally sensitive to civic problems, yet we can't act on problems if we don't recognize them. How can we sharpen our civic awareness? First, by sharpening our observation. A poet walking down a street may see a dozen things to fire his imagination—a flower, new leaves, a wistful face. An architect walking down the same street may note the design of the buildings, the materials used, the effect of sun and rain on these materials. Each man sees the street through his own experience.
- Try taking a short walk, noticing signs of civic neglect. One observer, for example, saw these hazards as he walked through his neighborhood: a pipe protruding several inches above a much-used sidewalk; a paper-littered park with no receptacles in sight; a large brick apartment building that was sagging markedly—a wide, jagged crack extending through the window sills and two stories of the outside wall.
- Why not take a census of civic problems in your community? Such a project will give members a chance to pool their ideas on civic responsibility.

Let's Talk It Over

A TEACHER

TO PARENTS

Margaret C. Schowengerdt



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INTRODUCING this forum in the *National Parent-Teacher* is a privilege, and my problem is to select a few experiences from many which I would like to share with you. Working with parents of the children I teach has been pleasant and helpful. Over the years and with the steady cooperation of P.T.A.'s, teachers' salaries have increased, school legislation has been strengthened, and children's education has improved. Consequently, as an individual and as a member of the teaching profession, I wish first of all to say "Thank you."

Because you as parents and we as teachers are working for the same goals, we have much in common. Still, we sometimes see very different sides of the youth in whom our interests unite. Most of my days have been spent with high school boys and girls—especially with fifteen- to seventeen-year-olds, and for the most part these days have been fun.

Teaching English offers a unique opportunity to enjoy and understand young people. In our literature classes, as we study the ideas and ideals of many of the greatest minds of all time and the expression by great artists of many of the great truths of life, stu-

dent interpretations, amplifications, and disagreements are always interesting and revealing. Some reactions are little more than echoes, but some are original and refreshing. Some reflect good, constructive thinking. What better way could there be of getting acquainted than by talking about ideas and ideals?

My senior classes always welcome digressions into the edges of philosophy. For example, when studying *Macbeth* they like to discuss what constitutes tragedy and what it means to be successful in life. Also one question invariably arises: Did Macbeth and Lady Macbeth really love each other?

As we study essays on education, we consider what education means, approximately what a college education will cost, and what they expect to gain from their investment, which may amount to several thousands of dollars.

Some of my students have been like the little Apache girl who "had so many ideas running around inside her that she was grateful to her teacher for helping her to write them down." On the other hand, a junior boy told me in all seriousness that it wasn't important for him to learn to spell and punctuate

From time to time in these columns teachers will be invited to share their thoughts with parents and other readers of this magazine. They will write informally about the various things they would talk over with parents if they could sit down side by side for a quiet chat. We hear first from Margaret C. Schweninger, teacher of English at the Webster Groves High School, Webster Groves, Missouri, and a member of the Educational Policies Commission.

because he was going to be a business executive and would have a secretary do that for him!

Teaching students to think clearly and creatively and to express their thoughts effectively is not easy and must be individualized to some extent.

Most English teachers, I think, realize and regret the frequent inadequacy of this important phase of education. They want your help in reducing the number of their students so that they can do more effective work. If a teacher has a hundred and fifty students (and many have more) and gives each one only ten minutes a week, she will have a twenty-five-hour week before she ever arrives at school. Yet no teacher can read a paper well enough to make constructive suggestions on content, organization, and usage in ten minutes. The profession and the public, therefore, must continue working toward a realistic approach to this significant part of education.

The "Plus" in Teaching

Though I am paid to teach English I have—in my afternoons and evenings and during some week ends—coached basketball, directed plays, helped with dec-

orations for parties, chaperoned dances and camping trips, and sponsored at various times a hiking club, the Girl Reserves, the creative writing club, the yearbook, and the honor society. I have at times substituted for a big sister, for Emily Post, and for Dorothy Dix. I have listened to problems not only of subjects and verbs but of selecting the right college, of choosing a lifework, of love, and of broken homes. I have shared joys and sorrows, successes and defeats, laughter and tears.

Sometimes young people talk more easily about high hopes and aspirations to an outsider than to a member of the family. Perhaps it is because the discussion is more impersonal and there is less self-consciousness, or perhaps it is because with our parents we are, in a sense, always children. It is with regret and almost nostalgia that I realize how in recent years the complexities of life and the ever expanding functions of school have largely crowded out the opportunities for these voluntary after-school visits and informal talks.

The Groping Years

Out of my experience I wish to share several observations. Independence is very precious to high school youth. They resent any infringement upon it, much as a child who has learned to walk alone does not wish to be carried. Nevertheless the desire and need for their parents' interest in their schoolwork and other activities is, I am sure, as great during high school as in the earlier years, if not greater.

One other characteristic of these boys and girls is almost pathetic. So intense is their desire and need for group approval that it keeps some of them from doing and being what deep in their hearts they would like to do and be. They need our help in building moral courage to stand alone. Unpredictable and contradictory in nature, they resist authority and are intolerant of rules and conventions; but at the same time they know they need discipline and they subconsciously want it from both teachers and parents. During a panel discussion in which students blamed over-indulgent parents for many of youth's errors, one girl said,

"We certainly don't *admit* we want more discipline, but we know we need it, and we're happier when we have it."

Who Goes to High School?

Two differences between the students of today and those of a few years ago particularly impress me. First, whereas in the high school of the past we had only a select group primarily interested in preparing for college, we now also have thousands of young people who would formerly have dropped out during elementary school years. High school populations today include the mentally gifted student and the very slow learner; the culturally privileged and the

extremely underprivileged; the well adjusted, the maladjusted, and occasionally the almost incorrigible; the eager scholar and the one who is in school only because he has to be and who has little desire to learn English, history, or science. Progress is being made toward meeting the needs of these varied groups, but much remains to be done.

The second great difference is that formerly our young people were influenced primarily by the home, the church, the school, and other factors in the community. Now the influence of other educational forces is increasingly evident. Radio, screen, television, press, theater, advertising, and comic books are largely directed by forces outside the community, and their power is tremendous. At times they are more influential than are home, school, and



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church. Though some of their products are excellent, some are not, and some are even negative in effect. Parents and teachers cannot ignore the far-reaching implications of these exciting, and in some respects revolutionary, educational agencies—or of the change in school population. Both bring problems and opportunities. If wisely controlled and directed, they can greatly enrich education and life itself.

What Youth Wants

Despite the increase in juvenile delinquency, despite all the derogatory articles on teen-agers, young people today are basically as fine as those of other days. The present generation has in a sense been cheated. Born shortly after the depression, they have never known what to us are normal times. Instead

they have experienced war years, economic upheaval, conflicts in ideologies and ideals. They are confused. Their values and attitudes are sometimes distorted. Too few have learned the law, "Sow *this* seed and reap *this* fruit." They need and want our help. Most of them are searching for some guide posts to point out what is right and what is wrong. Many are in desperate need of a philosophy to which they can cling and which will help them through crises and tragedies.

In various activities and classes, my hundreds of students have revealed practically every emotion and character trait. Some have cheated and deceived, wantonly destroyed, been crude and even vulgar, and a few have shown apparently heartless social cruelty. But many have shown high integrity, generous and thoughtful kindness, unusual courage, and deep reverence. Some are defensive about their weaknesses and wrongdoing. Some who have missed their rightful heritage of love, success, and happiness build a wall of indifference around their wounded egos. But all of them want to be recognized and appreciated as individuals.

Some of my happiest relationships have been with student friends, and some of my most treasured letters are from these boys and girls. They have colored my reactions to much of life. Polio is more terrible to me because of what it has done to young people I have taught, admired, and loved. Congress and foreign diplomatic service are more interesting because my former students are now in those fields. War is more horrible because some of the finest manhood I have ever taught is buried on the island of Okinawa.

Profession Extraordinary

Teaching can, I believe, be one of the most challenging, the most satisfying, the most creative of all types of work. *Potentially* it offers one of the greatest opportunities of all professions. Intelligent young people should be clamoring to enter the field. Instead, they are either not entering it or forsaking the classrooms of our public schools by the thousands.

Between *potential* and *actual* opportunities there is often a tremendous gap. Sometimes a teacher's load is so heavy, interruptions and extras so numerous, pressures and strains so great—that even with many hours of overtime there is little chance to feel the satisfaction of work well done. Capable teachers who love their work know its importance. But they want more than money. They want an opportunity to use their competencies and to teach reasonably well. They want time enough to know their students as individuals. The teacher with high ideals and vision, the teacher who knows the excitement and joy of really teaching can never be satisfied with merely "keeping school." Help us continue working to make the *potential* opportunities of teaching *real*.



So What Can This Be But a Miracle

You laughed your way into the hearts of all
Around you, singing, being gay indeed.
I was the quiet flower by the wall—
The one to whom you gave so little heed.

You were the one who sparkled; I, too dull
For you in the green and goldness of the past,
So what can this be but a miracle
That I find my way into your heart at last?

—ELAINE V. EMANS

Childhood Home

I would not try to find it, if I could.
I could not find it, even if I tried.
Our home was somewhere in the neighborhood
Of sky; we reached it by a laughing ride
With Dad to drive and Bob and Bird to pull
A heaping wagonload of sunlit hay,
Blackberry buckets empty, children full.
I could not find it any other way.
The house—yes, I could find the house, of course.
It hasn't changed, they tell me, very much.
But if I were so foolish as to force
Myself upon the strangers there, and touch
The walls, the polished doorknob—even then
I could not find my childhood home again.

—JANE MERCHANT

Spring Colt

That colt April isn't ready
to settle down now: be the steady
mare it will become in May.

Let it caper, let it play.
Lovely mares of May-time, wait.

How demure and how sedate
April walks toward summer, then
turns and kicks up March again.

—PEARL LUNT ROBINSON

Stars in His Eyes

From rustlers and gangsters and similar fry,
Our Johnny is turning his worshipful eye
To spacemen who rocket about in the sky—
Which doesn't imply he's becoming a softie.
It's just that his mind is on matters more
lofty.

—HAROLD EDELL

The By-product

The children said:

The bird house looked so out of place
Hanging on the second-hand store wall.
Fifteen cents would only buy a cone this once.
We thought we'd hang it on the dogwood tree.

The mother, out of knowledge, said:

The dogwood foliage is too thick.
The wrens won't want their house to swing so
much;
And see, it hasn't any perch! Could that be why
It sold for fifteen cents?

But father slowly said:

We'll nail a little twig in front
The size a bird can balance on;
And trim the dogwood where it is too thick.
Wrens or no wrens, the house will look at home.

The wrens, in their wren language, said:

This is most unusual! A fancy entrance
On a house with special ventilation
And obviously an air of welcoming.
What do you *think*? What do you *think*?

And now—

The eggs are hatched. With cheerful song
The parent wrens soothe querulous demands.
And on the porch near by, bland breakfast fare
Achieves surprising zest and piquancy
Because of lilting arias sung by two,
Both no larger than a dogwood leaf.

—KARLA V. PARKER

Personality in the Making

STUDY COURSE GUIDES

I. PRESCHOOL COURSE

Directed by Ruth Strang

"From the Child's Point of View" (page 10)

Points for Study and Discussion

1. When Claire, aged two and a half, was called in from play, she would frequently have temper tantrums. Try to understand the reason for her behavior. How might her mother's summons look to her?

- As interference with her urge to be independent?
- As an attempt to take away something she wanted?
- As a form of punishment?
- As a loss of love?
- As some other kind of threat?

Give reasons for your conclusion. How would you know whether or not it was correct?

2. Four-year-old Paul cried when his mother left him at the nursery school and went away. What might he have been thinking and feeling?

- "Mommy is going away for good."
- "She doesn't wait me at home any more."
- "The other children might hurt me."
- "I'm all alone in a strange place."

Or might he have had still other thoughts and feelings? How would you find out?

3. None of six-year-old Ted's playmates like him very much, and they usually avoid playing with him. One day he took a quarter from his mother's pocketbook and bought candy to give them. His mother missed the quarter and asked Ted if he had taken it. What might have been going on in Ted's mind when he took the money? How might he have been feeling? How could you find out?

4. Give examples of children's behavior that directly expressed their real feelings. Give examples of other behavior that did not show you what their real feelings were. How might you later learn what they were really thinking and feeling? For instance, someone once told Mary Ann that the bears would get her if she didn't go right to sleep. This frightened her greatly. Her mother came in and said, "Why, Mary Ann, there couldn't be any bears here. See, there's nothing to hurt you under the bed or in any of the closets. And bears don't come to the city anyway." Mary Ann seemed satisfied, but years later she said to her mother, "Do you remember that time I was so frightened about the bears? Well, I was afraid for months, even though I knew how silly it was."

5. In what ways is the infant's world different from an adult's world? In what ways is a two-year-old's world different? A three-year-old's? A four-year-old's? A five-year-old's?

6. How can you gain some understanding of a child's inner world by watching him at play? When he is with other children? When he is with adults? When he is happy? When he is miserable?

7. Why is it important to understand a child's feelings?

- So you can show him that you understand how he feels?
- So you can "feel with" him?
- So you will not do the wrong thing—punish him when he needs love, let him do what he wants when he needs to have firm limits set to his behavior, and so on?
- So you can help him to have "good" feelings?
- So you can understand why he behaves as he does?

Program Suggestions

If there is someone in the community who has made a study of children's drawings and paintings, ask this person to discuss some of these paintings and what they reveal. Perhaps members of the group could bring in some children's art work and use these as material for a general discussion of the child's inner world.

There are several excellent films that show the everyday life and activities of preschool children, such as *Early Play* and *Early Social Behavior* (both Encyclopaedia Britannica Films, 11 minutes each) and *Let Us Grow—in Human Understanding* (Harmon Foundation, 30 minutes). Show one of these; then discuss what you learned about various children's feelings from observing their behavior. The unusual film *Angry Boy* (International Film Bureau, 30 minutes) tells of an emotionally disturbed lad whose behavior is traced to its basic causes. If this film is selected for the program, discuss how the boy's feelings were revealed and handled.

Each member might bring to the meeting anecdotes or records of conversations with a preschool child that gave insight into how that child felt about certain things. The group might also tell one another about specific ways in which their understanding of a child was heightened or changed by listening to him. If the attendance is large, it would be best to break up into small groups of six or seven for this sharing of experiences. After half an hour, each small group might report its most interesting incidents to the others.

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II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"From the Child's Point of View" (page 10)

Points for Study and Discussion

1. Ruth Strang reports a number of ways of seeing ourselves as children see us—through their drawings, their play, the way they copy us, what they write, what they say to each other. Can you think of examples from your own everyday life? For instance, when your children dress up in some of your old clothes and play house, how do they show what they think adults are like?

When they play school how do they show what they think the teacher's role is? The principal's? Your role when you come to visit school? Their own role?

2. As you think back to your childhood, do you remember some incident in which an adult misunderstood your intentions or your actions? What difficulty did you have in explaining? Was it a language difficulty or an emotional one? Have you been puzzled sometimes over why children can't explain to you how they feel?

3. Have you watched television with children lately—the programs they choose? What pictures, or stereotyped ideas, do these programs build up of (a) cowboys, (b) policemen, (c) judges, (d) home life, (e) courtship, (f) politicians, (g) explorers?

4. Ruth Strang says that as children grow older they develop the gentle art of camouflaging their emotions. Suppose a relative is coming to visit your family. You know the children think he is a bore, and you expect them to camouflage their feelings; in fact, you insist on it. Is there some way to explain to the children the difference between social courtesy and hypocrisy?

5. Have you had experience with a child's hiding from you, or from some other adult, his real feelings about something—a gift, a trip together, a woman's new hat, or a new member of the family? Could you decide what was at the bottom of the camouflage?

6. Select some one illustration from the article and decide what you would do to try to correct the child's misunderstanding in that situation.

7. In the article "Non-Allergic" by Edna Long (listed under "References") you meet Stephen's "corny" teacher. Do you like her? Is the diary technique useful in studying children's relations with each other, with you, and with the school?

8. Maybe your child's attitude toward something is puzzling you—how he feels about his clothes, how well he is doing at school, whether he is getting on with his friends, or something else. Why not try jotting down for a week or so what he says about the problem (without being asked, of course)? These remarks may give you some clues to what is troubling him.

Program Suggestions

The filmstrip series *A Child's Guide to a Parent's Mind*, prepared with the cooperation of the National Association for Mental Health, may serve to open general discussion on this subject. A description of the series may be obtained from the Filmstrip House, 25 Broad Street, New York 4, New York.

Books by or about children may contain dramatic passages that can be read aloud by a number of persons. An older book, *Understood Betsy* by Dorothy Canfield Fisher, has incidents that show how strange a new school can seem to a child. Then, too, the first few entries in Anne Frank's *Diary of a Young Girl* show what it means to a young person to keep up two selves—one for her family and friends and the other for herself. Members of the group will think of many other selections.

Sometimes parents and teachers and other professional people who want to work together on children's concerns find it hard to "feel with" one another. It might help to try out a few imaginary interviews, such as these:

• A mother comes to school to ask the teacher why her son feels that he is not doing well in his studies and what can be done about it.

• A teacher arranges to talk to the mother of a child who doesn't seem to be happy or to have friends.

• A mother and father ask the school psychologist what can be done to help their son James. The boy has told them that he's "dumb," can't learn, and might as well drop out of school. They believe he is worrying about the scores he made on standardized tests.

• A principal and a group of teachers talk over the problem of giving each child opportunities for success—the child who always reads his story aloud, the one whose name is always on the honor roll, the one who gets to do things for the teacher, and the rest.

The group will think of other situations. For suggestions, see James Hymes' *Effective Home-School Relations*, pages 107-9.

If you are to have a speaker or consultant, the school psychologist or a psychiatrist who specializes in children's problems or a youth leader might be able to add his interpretation to this matter of how children think and feel about their world.

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III. THE AGE OF ADOLESCENCE

Directed by Ralph H. Ojemann and Eva H. Grant

"What Makes a Good Citizen?" (page 4)

Points for Study and Discussion

1. Why does the author feel that "the embarrassment of trying to argue citizenship by example grows all the more acute when we approach adolescents?"

2. The author also believes that the slovenly practices of a good many grownups have created a climate that is anything but favorable to the development of good citizens. Give illustrations of the kinds of practices that you would consider slovenly.

3. Discuss some of the things we do, consciously or unconsciously, to discourage young people from feeling that they have a real and respected role to play in serving their community. What are some projects in which a P.T.A. can extend youth an "invitation to improvement" that will stimulate young minds and perhaps supply "some small part of the answer to the question 'What makes a good citizen?'"

4. Chester Bowles, in his highly informative book *Ambassador's Report*, tells us that one reason why the edu-

cated youth of India are easy targets for Communism is that they feel they don't have enough opportunity to participate in the development of their country. These young people refuse to go to the villages, but in the cities there aren't sufficient jobs to tax their ingenuity and training. What advantages does American youth have in this respect? What projects and problems can give them constructive outlets for their energy and imagination? Mr. Ferguson says that "there are surely better ways of nominating presidential candidates, . . . of registering voters and holding elections." What other improvements would you add to his list?

5. Mr. Ferguson, in the final paragraphs of his article, summarizes the qualities that make a good citizen. What are they? What would you add?

6. Can you suggest ways by which "searching inquiry into the question of what a good citizen in the world of tomorrow will be like" may be stimulated and fostered?

7. From time to time this magazine has suggested that young people need more excellent models of the good citizen. Despite the shortcomings of most of us, there are many persons in the world today whose lives are worthy of serving as examples. How can home, school, and church bring these twentieth-century heroes to the attention of young people?

Program Suggestions

As Mr. Ferguson points out, all of us need fresh eyes. Certainly this program is an ideal one in which to invite the participation of young people, so as to explore with them the tasks that call for the combined efforts of youth and adults. Take a few moments at the beginning of the meeting for a "brainstorming" session (see the October 1953 *National Parent-Teacher*, page 19) to uncover various ways in which the "wit and ingenuity of youth" can be used more effectively in your community.

The American Association of School Administrators has just published its Thirty-second Yearbook, *Educating for American Citizenship*. Why not have one or two persons review this important book, which should be available at the public library, so that it can be referred to during the discussion of the above points.

It should be most interesting and helpful if several of the members, in advance of the meeting, were to interview a number of students to find out what they believe would give them a better understanding of the qualities of a good citizen and how they can become one.

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Are You a Good Citizen? (10 minutes, sound.) Coronet Films.
Make Way for Youth. (22 minutes, sound.) Association Films.

BOOKS IN REVIEW

SALOME GOES TO THE FAIR. By Paul Witty and Anne Coomer. New York: Dutton, 1953. \$2.50.

This is the story of Jim, an eleven-year-old who lives on a farm. It is also the story of Salome, the runty dancing pig he bought at an auction, of how he fed her, sheltered her, and groomed her so that she became a blue-ribbon winner at the fair. Jim didn't turn Salome into a prize winner singlehanded. Many neighbors and friends helped him, and some of his steadiest support came from the 4-H Club. Throughout the book the authors stress the influence of these clubs on young people.

There is in these pages a sympathetic picture of farm life, its concerns, its social events, and its call for cooperation. There is a feeling for the things that count greatly in that life: wholesome food; clean, bracing air; spaciousness; and the strong neighborliness of people who may live far apart but find distance no barrier to friendliness.

Here farming is more than a local concern. The people in this story, particularly Jim's parents, think of themselves as part of a world-wide team whose job is to feed the hungry. And since they know that farmers must help one another, it is not surprising that they see the point of having farmers throughout the world pool their ideas to improve and increase food production.

The incidents, the crises, and the values in this book may be familiar to many rural children. These readers will enjoy reliving Jim's experiences. And city children will discover, to their enchantment, the very special world that is a farm.

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The following review has been prepared by Calvin H. Reed, assistant professor of elementary education, Teachers College, University of Nebraska.

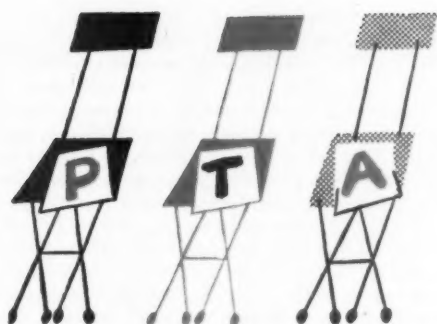
FOUNTAINS OF FREEDOM. By George E. Rotter, Andrew A. Weresh, and Erwin Goldenstein. Mountain View, California: Pacific Press, 1952. \$3.50.

Everyone concerned with the improvement of character education in our schools will be interested in *Fountains of Freedom*, a basic text devoted to helping high school youth understand and cultivate moral and spiritual values, such values as respect for parents, honesty, courtesy, sharing, charity, brotherly love, reverence, and generosity.

There has been a lot of talk in the last few years about the need for more adequate citizenship education in our schools. School people who are serious in their determination to do something about elevating the morals of our young people as well as their general tone of citizenship will find in *Fountains of Freedom* a textual instrument that points up the really important character traits of good citizenship. I would rate this book not only as excellent for school use but also as a first choice for every home with adolescent children.

The book is designed for use in the regular English or social studies program of the schools. It is a practical one for both pupils and teachers, since it suggests a multitude of activities that will give young people an opportunity to develop worth-while character traits, and to learn the importance of these traits in everyday living. Teachers will appreciate the concise teacher's manual that accompanies the book.

The authors are members of the Nebraska Department of Public Instruction. All three have been engaged in public school work for many years and are closely associated with the Nebraska Citizenship Education Program.



projects and activities

Denver P.T.A.'s Help Design a Curriculum

IT IS several years now since the parents of Denver's school children first demonstrated their concern with the curriculum of their schools—and several years since that concern gave impetus to a highly successful experiment in cooperative curriculum building.

Parent-teacher leaders started the ball rolling. They went to the school administrators of the city. "We want you to know," they said, "that we P.T.A. members are greatly interested in what our children are being taught. We'd like to know more about the curriculum."

The superintendent and his staff welcomed this expression of vigorous interest.

"We're planning a new curriculum for all our schools," said the superintendent, "and we'd appreciate your help. Can we get together and work with you parents?"

That was the origin of the city's now well-known Lay Advisory Council on Curriculum. In the beginning its membership consisted of the executive committee of the Denver County Council of Parent-Teacher Associations and one P.T.A. president from each section of the city—representation being equally divided between elementary and secondary schools. Soon, however, the council was enlarged to include the presidents of all the city's eighty P.T.A.'s.

The plan on which these school administrators were working was, and is, an ambitious one. They proposed to coordinate the curriculums of the elementary and secondary schools—that is, to provide school children with a unified program from kindergarten through the twelfth grade. They wanted to eliminate the sharp break from year to year in such subjects as mathematics, English, and the social studies. Thus the children's learning in these fields would progress smoothly and continuously from one grade level to the next.

Mathematics was the first subject to be tackled. After

a committee of qualified educators had prepared a guide for teachers, coordinating the entire mathematics program from kindergarten through high school, this was presented to the Lay Advisory Council. Members studied and discussed it carefully, then took it to their P.T.A.'s and talked some more about it, until every parent-teacher member understood the new mathematics program.

Architects of the Curriculum

The same procedure was followed with the English guide, which came next. But the social studies guide was different. Here, the school administration felt, parents could and should assume a larger role in the planning. Therefore the educators who had been selected to work on the guide asked the council to name three of its members to join them in their task.

One section of the new social studies guide, the statement of purpose that will serve as a preface, is the joint product of parents and educators. The three parents explored their views, put them down in writing, and worked with the professional members of the committee in achieving a statement acceptable to the whole committee. Not only the council itself but all the P.T.A.'s in the city have been reading and discussing it. Members' suggestions are being reported to the social studies committee, which sees that they are incorporated in the guide.

These same steps will be followed with the rest of the guide to the new social studies curriculum. A time-consuming project? Yes, but it affords parents, teachers, and administrators a chance to explore ideas together, create ideas together, and progress side by side toward a common goal—the best possible education for all children in Denver.

—MRS. EUGENE WILCOX

Second vice-president, Denver County Council of Parent-Teacher Associations

Minnesota Works in Three Dimensions

THREE YEARS AGO—a good while before the first 3-D film—the Minnesota Congress of Parents and Teachers ventured into the third dimension with an experiment that worked. What is this third dimension? It's a P.T.A. activity that spreads in *breadth* through increasing membership; in *depth* through instruction in parent-teacher policies and procedures; and in *height* through generating the enthusiasm and inspiration without which great numbers and knowledge are ineffective—in other words, *extension*.

Back there in 1951 we suddenly awakened to the fact

that this very important activity was not given its proper place in the structure of the state congress. Every other field of parent-teacher work, from the smallest to the largest, was headed by one person, who was responsible to the state president and the board of managers. But extension work was carried on by district presidents and regional vice-presidents, each working pretty much on his own. As a result, extension activities in Minnesota were suffering from a diffusion of authority and a lack of direction.

The situation was remedied by establishing a depart-

ment with a chairman to centralize all extension activities. And here is how our three-dimensional department operates:

Each year we write to the school superintendent in every community that does not have a Congress P.T.A., requesting the names of interested parents to whom we can write. With that letter to the superintendent we enclose copies of letters from the state commissioner of education and the president of the Minnesota Council of School Executives, stressing the value of our organization to a school system. We also write to county superintendents to obtain the names of teachers in rural schools.

We have used our own members as sources of information by sending each of our units a list of all the communities in the state in which we wish to establish units and asking members to send us the names of friends and relatives in these towns.

All this activity is carried on by the extension chairman, who keeps complete records of all possible contacts, and follows up every one, both directly and through district and regional officers.

The results of this plan have been marked. In the year 1952-53, for instance, our increase in state membership was 13 per cent, as compared with the national increase of 10 per cent. While this difference is not phenomenal, we expect future years to show continued progress.

But we do not consider extension to be only numerical growth, for if growth is to be solid and productive of fruitful parent-teacher accomplishments, both new and old units must be guided and inspired.

Closer to the Local Unit

While the state congress has for many years adequately financed the travel of district presidents and regional vice-presidents to units within their areas, we feel that state officers and state chairmen should have personal contacts with units in their local meetings. This past year, therefore, we have adopted a plan by which each local unit in the state, regardless of size or location, will be visited by a board member at least once in three years, with all expenses paid by the state congress. A third of the units are being serviced this year. Another third will be serviced next year, and the last third the following year. This plan does not do away with visits by district and regional officers or visits by board members at local expense. These contacts will be continued as in the past.

The board members who visit local units on the rotation plan are required, at some point in the local unit meeting, to present an explanation of the structure, purposes, policies, and achievements of the state and National Congress. In addition to this, each board member complies with the local program request, cooperates fully with the P.T.A. officers, and confers with the executive board.

Now that we have taken such firm strides into the third dimension, we hope to make every Minnesota P.T.A. a healthy, effective unit that will in turn contribute vigor to the state and national organizations.

—HARRY M. REYNOLDS

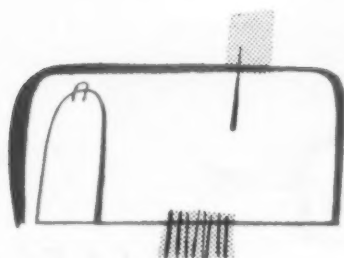
*Chairman, Extension and Rural Service
Minnesota Congress of Parents and Teachers*



Thousands of televiewers in Wichita, Kansas, watched the fifty-seventh birthday celebration of the parent-teacher organization last February 17 when Station KEDD-TV presented the Founders Day program of the Wichita P.T.A.

Council. Behind the birthday cake are (left to right) Mrs. Howard Calkins, state and council chairman of radio and television; Connie Welling, women's activities director for KEDD; Mrs. E. W. Gravel, council Founders Day chairman.

From the Month's Mail



Dear Editor:

Jean R. Komaiko ("For Debby No Dilemma" in the January issue) believes that most women today are tormented by conflicts of a sort their grandmothers, with their completely domestic role, did not feel. I'll agree that the conflicts are there, all right (though I've sometimes wondered just how well Grandmother really made out). We have set our hearts on careers and economic independence, and we resent the world of the dishpan and the small, dripping nose. The solution, Mrs. Komaiko implies, is to toss out the newfangled ideas and return to the good old days. Bake a good loaf and be happy.

But I wonder if we aren't in danger of underestimating ourselves and our daughters. Our daughters will certainly be happier if they learn as children (I wish I had) to cook and keep house and if they accept these jobs as their share of a reasonable division of labor. But *really* these are not skills that need absorb all a woman's capacities unless she wants them to. She can keep house and raise babies no less skillfully and affectionately for speaking French or knowing how to take inventory—and she'll be a better person for doing both. Equally certainly, she will not be happy if she dodges the issue by retreating to the older passive role.

I want my two daughters to grow up with these ideas: They are people with capacities as varied and individual as their finger prints, and they have the right to earn their independence, whether by working at a job or managing a home or doing both. Also they are women (which is probably every bit as nice as being men) and as such have their own special joys and privileges and obligations. In the meantime my older daughter at seven has baked her first cake and written her first short story, and my twelve-year-old son can cook and serve dinner for six—because he's a human being before he's a male, and why should he be limited either?

MRS. H. M. HAYFORD

Evanston, Illinois

Dear Editor:

My personal opinion is that *National Parent-Teacher* is, without exception, absolutely the finest magazine of its kind available today. The articles on which the study courses are based are consistently excellent and never fail to answer, at least partially, some of my own personal questions regarding the rearing of my children. Bonaro Overstreet's discussions help me to solve my own problems, as well as giving me insight into the problems of others.

I look forward each month to the attractive covers of *National Parent-Teacher* and have used them in numerous posters and bulletin-board displays. One of the most attractive features of the magazine is the lack of advertising. It is such a pleasure to be able to read an article without

having to search for the column of small print in the midst of assorted pictures, bold-face type, and extravagant propaganda!

MRS. WALLACE M. GOOD

Kansas City, Kansas

Dear Editor:

Please let us have more sprightly articles on safety like "The Heel at the Wheel" by Paul Jones last September.

We at Sunset P.T.A. recognized it immediately as exactly what we wanted for our kick-off program in a new "Better Homes" series. First, the article was read in Mr. Jones' own powerful, though humorous, presentation, with a midway break of role-playing. Then came the challenge: "When are we parents going to smarten up and realize that we can't ask our youngsters to act one way while we act another?"

Buzz sessions brought out numerous ways in which the business of setting an example for our children goes deep into moral values, as well as into the extremely important matter of traffic safety. They also revealed a desire for safety programs of other types, such as home safety.

To you, and to Mr. Jones, our thanks.

MRS. WALTER E. ERICKSON

Spokane, Washington

Dear Editor:

Thank you for the *National Parent-Teacher* magazine. Your articles deal with the important issues of living—with conscience, spiritual resources, and the application of great principles in human relations. The depth and thoughtfulness of your contributors is greatly appreciated.

It is inspiring to me to know that our national organization is dedicated, in its own way, to the search for truth and to understanding and appreciating all individuals.

MRS. HALLOCK B. HOFFMAN

Pasadena, California

Dear Editor:

I have long felt the urge to write you and compliment you on the *National Parent-Teacher*—and especially on the articles by Bonaro W. Overstreet. There is something thrilling about her insight into human personality and her ability to convey her insights to others.

JOHN D. MURPHY

Atlanta, Georgia

Dear Editor:

I would like to add one opinion to Mrs. Komaiko's enjoyable article in the January issue. I believe that Grandma got much more recognition and satisfaction out of life than we do. She didn't have to be a psychological whiz and worry about the subtle sensitivities of small children's emotional problems. Although I agree to teaching our daughters some of Grandma's finer arts in cooking and housewifery, I think we should also prepare them for the important task of giving their time and thought to the development of their own children in the preschool years.

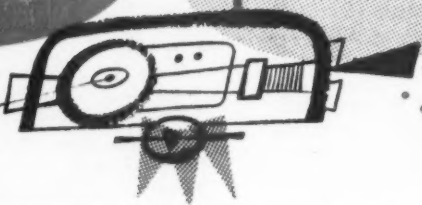
Perhaps simple meals and a letup on strenuous household chores would be less harassing during this period and more beneficial to the children. More satisfying recognition could be gained by taking up useful and lucrative tasks such as making or tailoring clothes, making draperies, upholstering, painting, and so on. It would be far easier to leave these tasks in order to give a careful answer to an important question asked by an imaginative toddler than it would be to leave an intricate recipe.

MRS. GENE R. GRIFFIN

Battle Creek, Michigan

Motion

picture



previews

PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

Pecos Bill—RKO. A Walt Disney cartoon re-released from *Melody Time*. A breezy, broadly farcical, twenty-five-minute animation about a legendary cowboy hero. The film is prefaced by a mistily colored western scene in which Roy Rogers and Trigger, Bobby Driscoll, and Luana Patten appear and the Sons of the Pioneers sing. Ballad-like ditties with a limerick appeal accompany Pecos Bill's fabulous exploits. Astride his wild mustang he tames a cyclone, creates the Gulf of Mexico from a California rain cloud, or bowls over a herd of buffalo by hitting them head first.

Family
Amusing

12-15
Amusing

8-12
Amusing

FAMILY

Suitable for children if accompanied by adults

The Battle of Rogue River—Columbia. Direction, William Castle. Another better-than-average western about war between the Indians and the Army, this time in the Oregon Territory around 1850. Although the plot is familiar, a good script supplies reasonable situations and credible characters. Moral principles are emphasized by action rather than feeble repetition of noble sentiments. Romance too is subordinated, but the effect is marred by the girl's excessively low-cut wardrobe. Cast: George Montgomery, Richard Denning, Martha Hyer.

Family
Western fans

12-15
Good western

8-12
Above average western

The Final Test—J. Arthur Rank. Director, Anthony Asquith. That venerable British institution, cricket, comes in for affectionate joshing in a delightful romantic comedy. From the hilarious opening scenes, in which a patient Englishman tries to explain the game to a mystified American senator, to the pleasantly sentimental ending, Terence Rattigan's lively and civilized screen play is concerned with the doings of some very genuine characters. Jack Warner brings a good-humored dignity to the role of the aging professional cricketer. Robert Morley gives a brilliant performance as the chubby, acid-tongued, cricket-worshipping poet, who is reduced to a state of childlike wonder when he is invited to the cricketer's home. Go to see this if you are feeling depressed by the state of the world. Cast: Robert Morley, Jack Warner.

Family
Delightful

12-15
Yes

8-12
Possibly

The Golden Mask—United Artists. Direction, Jack Lee. An archaeological adventure tale takes place in the beautifully photographed Roman ruins outside Tunis. Van Heflin, as a brash young American writer, joins a British expedition searching for a rare and valuable golden mask. There is considerable excitement and of course the necessary romance. The acting is good, and there are very nice shots of Tunis and neighboring desert villages. Cast: Van Heflin, Wanda Hendrix.

Family
Good of its type

12-15
Good of its type

8-12
Fair

Saskatchewan—Universal-International. Direction, Raoul Walsh. The red coats of the Mounties gleam brightly against the magnificent Canadian Rockies and beautiful Saskatchewan country in this colorful, exquisitely photographed western. Alan Ladd, a young police inspector, finds it necessary to lead a rebellion against his superior officers before opposing successfully the warlike Sioux, who are determined to extend their hunting

grounds into Western Canada. The Cree Indians are presented sympathetically. One student reviewer felt that the script was well written but added that all westerns seem to have the same idea—"banging, shooting, and killing people. I myself," she said, "don't think this is too good for children." Shelley Winters plays competently enough the role of dance-hall heroine, but her revealing costumes seem out of place in an otherwise superior western. Cast: Alan Ladd, Shelley Winters, J. Carroll Naish.

Family

Good western

12-15

Good western

8-12

Western fans

ADULTS AND YOUNG PEOPLE

Act of Love—United Artists. Direction, Anatole Litvak. A gentle, plaintive little love story of World War II gains emphasis from some unconventionality in its plot, color from its Paris settings, and interest from good acting, particularly in the bit parts. An American soldier and a wan French wait without a roof over her head are brought together by a mutual friend, but they have scarcely found each other before tragedy steps in. Cast: Kirk Douglas, Dany Robins.

Adults

Fair

15-18

Mature

12-15

No

April 1, 2000—A Wien Film Production. Direction, Wolfgang Liebeneiner. A whimsical but ardent plea for independence is heard in this lively Austrian fantasy, which opens on the morning of April 1, 2000. An impatient young Austrian premier rebels against the four-power control still in effect and declares the independence of his country. Promptly the stern lady president of the Global Union and her representatives arrive in a space ship to try the impudent Viennese. The Austrians, in turn, marshal all their cultural and entertainment forces to present the graces of their country and its contribution to civilization. The production is uneven but interesting and amusing. Cast: Hilde Krahle, Joseph Meinrad.

Adults

Interesting

15-18

Possibly

12-15

Mature

Beachhead—United Artists. Direction, Stuart Heisler. A hard-bitten marine sergeant (Frank Lovejoy) and a sullen-faced private (Tony Curtis) search a small island in the Solomons to find a Frenchman who has radioed a message concerning mine fields off near-by Bougainville. After discovering him and his pretty daughter, they have to contend with the treacherous jungle, Japanese guerrillas, booby traps, and other hazards. Beautiful Technicolor photography and smooth production values give the film an illusion of reality. However, one feels that a slick, stereotyped adventure yarn like this, though based on the real exploits of brave men, is in reality an insult to their heroism and self-sacrifice. Cast: Frank Lovejoy, Tony Curtis.

Adults

Matter of taste

15-18

Poor

12-15

No

Beat the Devil—United Artists. Direction, John Huston. A raffish, mannered farce about several unsavory adventurers journeying to Africa to mine uranium. Their eccentric actions, the psychopathic lies of puckish Jennifer Jones, and Humphrey Bogart's shabbily sophisticated heroics all impart a callous, off-beat rhythm, intended to amuse. The cast is excellent, and the director, one of our most dynamic and original, undoubtedly had fun making the picture. Cast: Humphrey Bogart, Jennifer Jones, Robert Morley, Peter Lorre.

Adults

Matter of taste

15-18

Poor

12-15

No

The Creature from the Black Lagoon—Universal-International. Direction, Jack Arnold. A silly, pseudoscientific melodrama about a most unlikely group of ichthyologists who, doing "research" on the Amazon, encounter a "man fish." Team leader Richard Carlson spends his time either philosophizing about evolution

to the inevitable lady scientist or prowling around underwater or fighting with Richard Denning, the head of the research foundation. The "man fish" does away with several of the party. Cast: Richard Carlson, Richard Denning, Julie Adams.

Adults 15-18 12-15
Unadulterated hokum Ditto Ditto

Duffy of San Quentin—Warner Brothers. Direction, Walter Doniger. This film (which contrasts strongly with *Riot in Cell Block 11*, a passionate indictment of our prison system expressed through the rebellion of the inmates) has a stirring and inspiring plot but is poorly written and directed. Based on the book *The San Quentin Story*, it tells of a real warden whose intelligence and courage enabled him to put through far-reaching reforms. What an opportunity the men who made this picture missed! A good cast is hamstrung. Cast: Louis Hayward, Joanne Dru, Paul Kelly.

Adults 15-18 12-15
Mediocre Mediocre Mediocre

Elephant Walk—Paramount. Direction, William Dieterle. An adventure story de luxe, which is glamorously equipped with luxurious settings, gorgeous clothes, magnificent exotic scenery filmed on the spot, exciting spectacle, and romance. All this splendor (enhanced by Technicolor) revolves about a poor little rich bride who finds herself the mistress of a palatial home in a vast tea plantation on the island of Ceylon. From his tomb in the ornate garden her husband's father still dominates the semiféudal establishment and, more important, the mind of his son. There is material here for genuine drama. What we have is slick melodrama, reaching its climax during a drought, when the thirsty elephants break through a high protecting wall. Cast: Elizabeth Taylor, Dana Andrews, Peter Finch.

Adults 15-18 12-15
Adventure picture fans Adventure picture fans Fair

Executive Suite—MGM. Direction, Robert Wise. An unusual and compelling drama about big business is skillfully directed and brilliantly acted. When the president of a large corporation drops dead suddenly, the board of directors must name a successor from among the five vice-presidents. Essentially the struggle is between the practical man and the idealist. Fredric March gives an engrossing study of an ambitious, unscrupulous accountant, ever ready with his charts and figures. William Holden is a youthful designer who alone can look outside his limited specialty and see the company as a whole. Walter Pidgeon is excellent as an administrator of the old school; Dean Jagger, as an up-from-the-benches man; and Paul Douglas, as sales vice-president. Although these men are symbols of basic business types, they emerge as distinct, believable human beings. Student reviewers found the picture absorbing and refreshingly different. Cast: Fredric March, William Holden, June Allyson, Barbara Stanwyck, Walter Pidgeon, Shelley Winters, Paul Douglas, Louis Calhern, Dean Jagger, Nina Foch.

Adults 15-18 12-15
Excellent Excellent Mature

Hell and High Water—20th Century-Fox. Direction, Samuel Fuller. This lurid comic-book film in Cinemascope chronicles the adventures of certain mysterious international "scientists" who hire an old Japanese submarine to search for an atomic arsenal established by the "enemy" on an island in the North Pacific. Luckily "tough guy" Richard Widmark, as commander, knows just how to ram an "enemy" submarine and to direct his crew so that even with limited weapons they can hit a deadly A-bomb-bearing aircraft. Cinemascope lends impressiveness to this irresponsible plot. Cast: Richard Widmark, Bella Darvi.

Adults 15-18 12-15
Poor Poor No

Indiscretion of an American Wife—Columbia. Direction, Vittorio de Sica. The title, plus a heavily sentimental musical accompaniment, dooms the famous Italian director's first American language picture right from the start. A Philadelphia housewife is torn between her need to keep faith with her marriage and her infatuation for a romantic Italian. Dialogue by Truman Capote is sensitive and fine, but the acting of the principals lacks essential dignity. The story takes place in a great railway station in Rome, and some sprightly vignettes of the people passing through are splendid. Cast: Jennifer Jones, Montgomery Clift, Gino Cervi, Dick Beymer.

Adults 15-18 12-15
Matter of taste No No

Killers from Space—RKO. Direction, W. Lee Wilder. A science-fiction horror tale in which hostile visitors from space plan to take over the earth as their home with the aid of an ingeniously contrived army of giant tarantulas, scorpions, and lizards. Cast: Peter Graves, Barbara Bestar.

Adults 15-18 12-15
Matter of taste Matter of taste No



A Tarascan Indian child in the UNESCO film, *World Without End*, reviewed on the following page.

Massacre Canyon—Columbia. Direction, Fred F. Sears. Tired Apaches ride again in this violent, ludicrous western, only to be shot off their horses or dynamited by a handful of soldiers driving a wagon train of guns to a threatened fort. Human values poor. Cast: Phil Carey, Audrey Totter.

Adults 15-18 12-15
Poor Poor No

The Naked Jungle—Paramount. Direction, Byron Haskin. A tense, exciting film in which a South American plantation owner and his mail-order bride struggle to protect their jungle home against the miles-wide march of ravenous soldier ants. The tension, sharpened by the clash of two strong personalities, steadily mounts to the final onslaught of the insects. Their terrifying habits are gruesomely shown in scenes that may disturb the sensitive. However, the poorly titled picture is well acted and directed and treats an unusual subject imaginatively and with power. Dialogues concerning a marriage of convenience are frank. Cast: Charlton Heston, Eleanor Parker.

Adults 15-18 12-15
Good of its type Mature No

Overland Pacific—United Artists. Direction, Fred F. Sears. A routine western, with little suspense but plenty of violence, about the extension of the Overland Pacific Railroad to the West Coast. Cast: Jack Mahoney, Peggy Castle.

Adults 15-18 12-15
Mediocre Mediocre Poor

Phantom of the Rue Morgue—Warner Brothers. Direction, Roy Del Ruth. A horror mystery only remotely based on Edgar Allan Poe's famous *Murders in the Rue Morgue*. Several glamorous Parisian beauties are the victims of a brutal killer. The bewildered police inspector makes plaintive jokes about how convenient it would be if murderers would only look like murderers and arrests the least likely-looking suspect. Poe certainly would have been interested in the method by which the true villain was discovered. Cast: Karl Malden, Claude Dauphin, Patricia Medina, Steve Forrest.

Adults 15-18 12-15
Matter of taste Horror film fans Possibly

Rhapsody—MGM. Direction, Charles Vidor. Magnificent music enriches this one-dimensional love story of a wealthy girl who falls in love with a handsome young violinist. When her demands for his attention interfere with his music, he rejects her, and she marries a handsome young pianist. The rest of the film should have "Hearts and Flowers" as background theme, with perhaps a few bars from "Liebestraum" at the climax. The acting is extremely good. Violin selections are by Michael Rabin, outstanding young concert violinist, and the piano selections by Claudio Arrau, famous Chilean pianist. Cast: Elizabeth Taylor, Vittorio Gassman, John Ericson, Louis Calhern.

Adults 15-18 12-15
Good music Entertaining Possibly

Riot in Cell Block 11—Walter Wanger Productions. Direction, Don Siegel. The emotional impact of this picture is a tribute to the deep convictions of its producers. Filmed at Folsom Prison in California, with the cooperation of prison officials, it details the progress of an outbreak similar to the riots that have splashed headlines all over the country in recent years. The smoldering resentment of thousands of men against a society that concern-

brates on caging its criminals; the fury of an unleashed mob; the helplessness of a well-meaning warden; the sensation-hunting press—all are handled with compassion and understanding. A fast-moving, absorbing social document, directed with restraint and sincerely acted. The film will be commended by many who have been striving for years to prove to an indifferent public that the evils in our present penal system are not only wasteful and destructive but self-perpetuating as well. Cast: Neville Brand, Leo Gordon.

Adults 15-18 12-15
Excellent of its type Thought-provoking No
The Saint's Girl Friday—RKO. Direction, Seymour Friedman. Simon Templar, debonair contemporary Robin Hood, mocks the clumsy efforts of Scotland Yard and then condescendingly tosses the lawbreaking gamblers into the hands of a stupid inspector, nonchalantly paying himself off from the gamblers' till. The film is well produced but played with English restraint. Such nonsense deserves more flourish. We don't want to mistake it for the real thing. Cast: Louis Hayward, Naomi Chance.

Adults 15-18 12-15
Fair Fair Fair
Taza, the Son of Cochise—Universal-International. Direction, Douglas Sirk. In the outstanding film *Broken Arrow* Cochise, the legendary Apache chief, revealed dignity and good sense in working out a livable peace with an equally honorable white scout. Since that first film a rash of imitations has steadily weakened both the noble Indian and his beliefs. In this one Taza, his "good" son, fights for peace with stereotyped violence, much of which (thanks to 3-D) is directed toward the audience. Cast: Rock Hudson, Barbara Rush.

Adults 15-18 12-15
Poor Poor No
Top Banana—United Artists. Direction, Alfred E. Green. This low comedy and slap-stick burlesque, lifted almost in its entirety from the stage success, is dominated by a past master of the art, Phil Silvers. The characters that surround him are insignificant and make little pretense at acting. Choreography, dancers, and Technicolor leave something to be desired. The poor taste, off-color gags, and vulgarities of burlesque are all here. Cast: Phil Silvers, Judy Lynn, Danny Scholl.

Adults 15-18 12-15
Matter of taste Poor taste No
Turn the Key Softly—Astor Pictures. Direction, Jack Lee. The key turns and three women are released from prison. The events that follow during their first day of freedom reveal the character of each one—the good girl, the bad girl, and the elderly shoplifter. Tightly acted and directed with imagination, the three stories proceed quietly but purposefully toward a suspense-filled triple climax. An English melodrama of high quality. Cast: Yvonne Mitchell, Terrence Morgan.

Adults 15-18 12-15
Good Mature No
World Without End—Brandon Films. Direction, Paul Rotha (Mexican sequences) and Basil Wright (episodes in Thailand). The first feature-length film sponsored by UNESCO is a moving study of the activities of this agency in two widely separated parts of the world, Mexico and Thailand. At a new and unusual school, the Fundamental Education Training Center in Patzcuaro, Mexico, men and women are not only shown how to communicate useful scientific knowledge to primitive peoples but also how to learn from them, to appreciate and preserve their art and history. In the interior of Thailand the magic of modern medicine is revealed in unforgettable vignettes of village children suffering with yaws, from which they never expect to recover. Ten days after only one injection of penicillin these same children are running about and laughing just like normal youngsters all over the world. A common expression of joy and deep satisfaction light up the faces of the medical workers, a Chinese doctor, and Canadian nurse. This simple, heartfelt 16mm. picture, beautifully photographed, explains far more graphically than words the worth-whileness of the efforts of UNESCO and its affiliated groups. Should be shown by civic groups, churches, libraries.

Adults 15-18 12-15
Good Good Good

Yankee Pasha—Universal-International. Direction, Joseph Pevney. Rugged mountaineer Jeff Chandler follows his true love, Rhonda Fleming, half way around the world to rescue her from slavery and a harem in a series of adventures so ridiculous that they caused ripples of laughter from the previewers. A tall tale that falls flat because of inept script and inane dialogue. Cast: Jeff Chandler, Rhonda Fleming.

Adults 15-18 12-15
Poor Poor Poor

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

The Boy from Oklahoma—Excellent western for all ages.
"Go, Man, Go!"—Excellent of its type for all ages.
Gypsy Colt—Good for all ages.
Haidi—Good for all ages.
Kumak, the Sleepy Hunter—Entertaining for all ages.
Lives of Their Own—Good for all ages.
The Parade—Young people and adults, amusing; children, delightful.
Rob Roy—Excellent for all ages.
Toot, Whistle, Plunk, and Boom—Excellent for all ages.
The Ugly Duckling—Excellent for all ages.
White Splendor—Delightful for all ages.

Family

Captain Jack Smith and Pocahontas—Poor for all ages.
Conquest of Everest—Children, good; young people, a must; family, magnificent.
The Eddie Cantor Story—Fair for all ages.
The Glenn Miller Story—Excellent for all ages.
The Horse's Mouth—Good for all ages.
Knights of the Round Table—Colorful spectacle for all ages.
Little Fugitive—Children and young people, good; family, excellent of its type.
The Living Desert—Excellent for all ages.
Long, Long Trailer—Good for all ages.
The Pickwick Papers—Excellent for all ages.
Red River Shore—Western fans, all ages.
White Man's—Excellent of its type for all ages.
Yesterday and Today—Young people and adults, dull; children, poor.

Adults and Young People

Alaskan Seas—Fair for all ages.
Always a Bride—Children, no; young people, poor; adults, mediocre.
Annapurna—Children and young people, tense but good; adults, excellent.
Bad for Each Other—Fair for all ages.
Bait—Children and young people, no; adults, poor.
Beneath the Twelve-mile Reef—Children, tense in part; young people, interesting; adults, excellent marine photography.
Border River—Children and young people, poor; adults, western fans.
Both Sides of the Law—Children, possibly; young people, good human values; adults, interesting of its type.
Cease Fire—Good for all ages.
Charge of the Lancers—Children, poor; young people and adults, mediocre.
Christopher Crumple—Fair for all ages.
Command—Children, tense; young people and adults, western fans.
Dragon's Gold—Mediocre for all ages.
Drums of Tahiti—Children and young people, poor; adults, mediocre.
Easy to Love—Children, matter of taste; young people, entertaining; adults, fair.
Escape from Fort Bravo—Children, too violent; young people, for the hardy; adults, western fans.
Flight Nurse—Mediocre for all ages.
Forbidden—Poor for all ages.
Forever Female—Children, sophisticated; young people and adults, entertaining.
Genevieve—Children, sophisticated; young people and adults, amusing.
Gardiola—Routine for all ages.
The Golden Coach—Children, possibly; young people, mature; adults, collector's item.
The Great Diamond Robbery—Poor for all ages.
Here Come the Girls—Children, sophisticated; young people and adults, Bob Hope fans.
His Majesty O'Keefe—Children, a bit gory; young people and adults, South Seas fans.
Hondo—Western fans, all ages.
How to Marry a Millionaire—Children, sophisticated; young people and adults, entertaining.
It Should Happen to You—Children, sophisticated; young people, good; adults, excellent of its type.
Jack Slade—Poor for all ages.
Jivaro—Poor for all ages.
Jennifer—Fair for all ages.
Jesse James vs. the Daltons—Children, poor; young people, lurid; adults, matter of taste.
Jubilee Trail—Children, poor; young people, pretentious western; adults, matter of taste.
Killer Ape—No for all ages.
King of the Khyber Rifles—Children, overly violent in parts; young people and adults, good adventure story.
The Man Between—Children, mature; young people and adults, interesting.
Man in the Attic—Children, no; young people, tense; adults, matter of taste.
Miss Sadie Thompson—Children, no; young people, possibly; adults, matter of taste.
Money from Home—Fair for all ages.
Othello—Children, too mature for most; young people, mature; adults, good.
Passionate Scent—Fair for all ages.
Project M.7—Children, mature; young people and adults, good.
Queen of Sheba—Mediocre for all ages.
Red Garters—Children, possibly; young people, mature; adults, excellent.
Ride Clear of Diablo—Western fans, all ages.
Riders to the Stars—Children, possibly; young people and adults, matter of taste.
Sadie—"Eastern" fans, all ages.
Shark River—Fair for all ages.
Shyness—Children, mature; young people and adults, good.
Spice of Life—Children, possibly; young people and adults, amusing.
The Tall-tale Heart—Interesting for all ages.
Three Sailors and a Girl—Mediocre for all ages.
Three Young Texans—Children, poor; young people, mediocre; adults, western fans.
The Unicorn in the Garden—Good for all ages.
War Arrow—Western fans, all ages.
The Wild One—Children, no; young people, very mature; adults, mature.
The Yellow Balloon—Good for all ages.

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The famed Boardwalk on a typical early-summer day.



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Next month, for the fifty-eighth successive year, men and women of the P.T.A. will gather in convention—this time on the shores of the Atlantic Ocean. These delegates, proudly representing their eight million fellow members, will come from every state of the Union and Hawaii to consider all that is suggested by the convention's challenging theme: "Better Homes, Better Schools, Better Communities for a Responsible Society."

A roster of distinguished and well-known speakers will include Henry Steele Commager, Nelson A. Rockefeller, William A. Early, Benjamin Cohen, Theodore M. Greene, and Bertram M. Beck. In section meetings and a variety of other work groups delegates will gain valuable information and have plenty of opportunity to exchange ideas on problems and plans of immediate importance to their parent-teacher work.

National Parent-Teacher

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